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This document introduces types and examples of inservice education which concentrate on the special competencies expected of supervising teachers. Thirty-five supervising competencies are outlined and individually explained as they relate to classroom procedures, relationships with the student teacher, responsibility of the student teacher, personal characteristics, and professional role. The review of inservice education for supervisors is presented first through a broad overview of existing types (workshops, college-school cooperation in conferences and in evaluation of teacher education programs, printed materials, professional organizations' publications and activities, laboratory schools, and new media and methods) and secondly through a capsule report on five specific programs--statewide programs in Florida and Georgia, institution programs at the University of Oregon and Indiana State University, and a school system program in Hardin County, Georgia. An 18-item selected bibliography for supervising teachers is appended along with a 140-item annotated bibliography on student teaching with reference also to teacher education in general, internship, campus and off-campus schools, supervision, new media, and urban schools. (LP)

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PROFESSIONAL GROWTH INSERVICE OF THE SUPERVISING TEACHER

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FORTY-FIFTH YEARBOOK
1966

THE ASSOCIATION FOR STUDENT TEACHING

SP002624

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Foreword

The years during which this yearbook was planned and prepared for publication have been momentous ones for teacher education. As 1966 begins it is hard to predict the nature of student teaching programs in the future. Simulation techniques and microteaching may effectively develop many needed teaching skills. Kinescopes and typescripts of classroom interaction may be utilized extensively in analyses of teaching behavior. The typical student teaching experience may be a paid internship supervised by a clinical professor or an apprenticeship as a member of a teaching team.

Even where student teaching retains something like its present form, it is likely that the public schools, supported by federal funds, will assume increased responsibility for the induction of new members into the profession. Whatever the specific arrangement or the title used, there will be need for professionally prepared teachers to work closely with beginners in the schools.

The supervising teacher in the traditional student teaching program, the supervisor of interns, the leader of a teaching team, and the worker in the staff development program need to develop the competencies described in this book. The public schools, the teacher-preparing institutions, and the state departments of education have before them the task of developing programs designed to provide the needed professional preparation and the prospect of having the funds available to make the programs possible. The tested procedures and illustrative programs described in Chapters III and IV of the yearbook can provide valuable suggestions to be used in developing programs for the future.

However, the direct approaches to the power structures in education discussed by Dr. Patterson in Chapter V will certainly be necessary if professionally competent persons are to direct such innovations. It will be well to heed his warning while there is still time.

DMM

Preface

In the 1959 yearbook of the Association the concluding chapter is entitled "The Task Ahead." In this section the author, L. O. Andrews, listed as a task of the colleges the development of competent supervising teachers. He suggested that this task has three parts: selection, preservice preparation, and inservice education. He goes on to point out that many colleges have done very little toward providing inservice education for the supervising teachers and that until recent times, the printed materials designed for this purpose have been discouragingly small. He stated, however, that ". . . through the efforts of the Association for Student Teaching and many of its members this gap is now being well filled."[1]

It would appear that since the 1959 publication was the first yearbook of the Association to be devoted exclusively to the supervising teacher and his responsibilities and since this year's publication again directs attention to this important group that it is a planned sequel to the earlier volume. Although it was not originally planned in this manner, the writers hope that the content of the two yearbooks supplement each other.

This yearbook is the direct result of the efforts of the Association's Commission on the Inservice Education of the Supervising Teacher. The Commission was established in 1961, and under the leadership of E. M. Tanruther of Indiana State University it began immediately to carry out its assigned responsibilities. As a result of its first endeavor, which was a survey of inservice programs for supervising teachers, the Commission concluded that a need existed for a concerted effort toward the improvement of inservice education. It was the recommendation of the Commission to the Yearbook Committee of the Association that a future publication be devoted to the inservice preparation of supervising teachers and the Committee responded by assigning the sponsorship of the 1966 Yearbook to the Commission.

This volume has the extension and dissemination of information which can improve the performance of supervising teachers as its purposes. It is designed to foster change by providing both the ends and means for inservice education. Chapter I focuses attention upon the importance of the supervising teacher and the factors which are related to the improvement of his ability as a supervisor of student teachers. The writer of the second chapter identifies and describes those special characteristics of teachers, the development of which constitutes the objective of inservice education. An abundant supply of means which can be utilized by individuals and organizations is presented in the third division of this publication. As a follow-up of the directions and methods listed and analyzed in the previous two sections Chapter IV illustrates through descriptive data how selected programs for inservice education moved from an idea to action. The writing of the concluding chapter was delayed until the writer could have access to the three previous sections of the Yearbook. The intent of this procedure was to permit a review of the material by one with extensive experience in teacher education who would then record his reactions concerning the potential value of the content and his suggestions for its use.

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[1] Association for Student Teaching. *The Supervising Teacher.* Thirty-eighth Yearbook. Cedar Falls, Iowa: the Association, 1959, p. 120.

It is the hope of the writers of this publication that they have made a contribution to the narrowing of the gap which exists between the need for more material and that which is available to the individual concerned with the professional growth of the supervising teacher.

Robert B. Hayes, Chairman
1966 Yearbook Writing Committee

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CHAPTER I

Involving Teachers in Teacher Education

If one were to present for discussion by any group concerned with the education of teachers the topic "Student Teaching," he would not want for participation. There would be much disagreement about the time involvement, the organization, and the content of this portion of the college curriculum. However, as Conant found in his study of *The Education of American Teachers,* amid all the disagreement there would be almost total agreement that ". . . before being entrusted with complete control of a public school classroom, a teacher should have had opportunities under close guidance and supervision actually to teach . . . ."[1] There is little doubt that the student teaching experience is one of the most important, if not the most important, phase in the preparation of the teacher. A review of the requirements for the granting of a certificate for teaching will support this position. The specifics of the certification requirement vary, but it is the one factor that occurs most often in standards listed by the states. It is agreed by teachers, public school administrators, college and university staff members, state officials, and students that the neophyte should begin to apply that which he has learned in the college classroom under the watchful eye of the well-educated, experienced, and successful teacher. For many years student teaching has been included in the preservice preparation of the teacher, but neither its importance nor the importance of those who supervise it has ever been recognized more than it is today.

Growth of a Concept

Scholars have frequently attempted to identify the source of the concept of student teaching, but their work has not been highly fruitful. Cubberley noted that the writings of Abbe de la Salla in 1865 made mention of this experience.[2] Kandel associated the beginning of student teaching with the work of the master and the apprentice dating from the sixteenth century.[3] In the first book directed toward the work of the supervising teacher, Mead identified another possible source of the earliest use of student teachers. He suggested that it began with the use of older students as monitors and dates the beginning of this practice to the work of Andrew Bell in India and Joseph Lancaster in England prior to the beginning of the nineteenth century.[4]

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[1] James B. Conant, *The Education of American Teachers.* New York: McGraw-Hill Book Company, Inc., 1963, p. 59.

[2] Elwood P. Cubberley, *The History of Education.* Boston: Houghton Mifflin Company, 1920, p. 745.

Although one may be unable to find sources which record the first use of student teachers, it can be assumed that the concept developed prior to the nineteenth century. It is also apparent that what is known as student teaching today developed as an adaptation of a practice which has existed for centuries, the practice of the beginner working with the master to develop and to prove his ability. The major use of student teaching, however, did not occur until the Pestalozzian methods of teaching were accepted. The methods introduced by Pestalozzi required more skillful teaching, hence the development of student teaching.

If one were to accept the idea that the Lancasterian system was the originator of student teaching in the United States, he would date its beginning in 1806 when the first school following this plan was opened in New York. It would seem to be more feasible, however, to associate its development with the introduction of the normal school. While advocated as early as 1822 by James G. Carter, it was not until 1839 that his efforts were successful. The objectives of this first school designed especially for teachers were to provide opportunities for the normal school pupils to prove and improve their skills in teaching and in managing schools.

Student Teaching in Public Schools

While we may associate the first major development of student teaching with the model or practice school which was a part of the normal school, it did not remain long within these limited facilities. Records indicate that attempts were made as early as 1873 to use public schools for the provision of the experience of student teaching. It may be that the first use of the public schools dates even earlier than this because the thirty-seventh annual report of the Secretary of the Board of Education of Massachusetts indicates that these schools were being utilized for practical training.[5] It is evident from the reading of the minutes of this body that when a normal school was developed a school or schools in the community became the laboratory for the work of those preparing to teach. In fact, in 1894 the state of Massachusetts required each community in which a normal school was to be located to assure the State Board of Education that facilities would be provided for practice schools.[6]

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[3] I. L. Kandel, *The Training of Elementary School Teachers in Germany.* New York: Contributions to Education, No. 31, Teachers College, Columbia University, 1910, p. 3.

[4] A. R. Mead, *Supervised Student Teaching.* Chicago: Johnson Publishing Company, 1930, p. 6.

[5] V. L. Mangum, *The American Normal School: Its Rise and Development in Massachusetts.* Baltimore: Warwick and York, Inc., 1828, p. 386.

It can be safely assumed that the present emphasis on student teaching and the change in programs of laboratory schools have made the use of the public schools practically the only means for providing the experience in teaching for one preparing for this profession. In 1952 Steeves was able to state that this situation already existed for more than 90 per cent of those prepared in teachers colleges and university schools of education.[7] This change, desirable as it may be, has not arrived free of problems. When the student teaching experiences were provided under the direction of the laboratory school, the number of persons involved was limited. Today the use of the public schools to provide this experience distributes the responsibility for supervision of the college student enrolled in the teacher education program to a large number of persons. In addition to the college personnel, we now add public school superintendents, supervisors, principals, and teachers. While it is true that all of these persons are involved, the major task becomes the responsibility of the classroom teacher who will have the day-by-day contact with the one who is preparing for teaching.

Importance of the Supervising Teacher

The importance of the classroom teacher has been recognized by those responsible for the education of prospective teachers. Troisi in writing in the Thirty-eighth Yearbook of the Association for Student Teaching stated,

> The supervising teacher, as pointed out in Chapter I, is becoming recognized as the most influential person in a teacher education program. In most cases prospective teachers spend more time with their supervising teacher than any other staff member. This fact alone puts the supervising teacher in a position to influence greatly the prospective teacher.[8]

In another part of the same yearbook Rabin pointed out that when student teachers were asked to name people who were important during their student-teaching period, the most frequently mentioned person was the supervising teacher.[9] The Thirty-eighth Yearbook refers frequently to the supervising teacher as a key person in the educating of teachers.

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[6] *Ibid.*, p. 377.

[7] Frank L. Steeves, "A Summary of the Literature on the Off-Campus Cooperating Teacher." *Educational Administration and Supervision,* 38:129, March, 1952.

[8] Association for Student Teaching, *The Supervising Teacher.* Thirty-eighth Yearbook. Cedar Falls, Iowa: Association for Student Teaching, 1959, p. 18.

[9] *Ibid.*, p. 2.

In *Working with Student Teachers,* Stratemeyer and Lindsey make this same point clear by stating that the key figures in teacher education are the supervising teachers. They further specify that the "profession owes a debt of gratitude to the classroom teachers cooperating with colleges and universities for they are making a positive impact on the quality of teachers now joining the ranks of the teaching profession every year."[10]

It is quite evident that the nature and extent of the contact the student teacher has with his supervising teachers provide the setting for the "positive impact" referred to in the previous paragraph. Student teachers will both consciously and unconsciously absorb the standards and ideals of the supervising teacher. If this impact is to be a positive one, the need for quality in supervision must be emphasized. It cannot be as a committee reported after visiting the Normal School at Westfield in 1898,

> Normal students are placed in town schools where the number of children are greatest and where teachers need most help,—an arrangement which may sometimes place them in the charge of teachers whose example and advice are of doubtful value to the Normal student.[11]

Worthwhile experience can be obtained only when the supervision is by well-qualified persons. Any other approach leaves too much to chance and the "positive impact" will be all too rare.

Conant stated that the "regular teacher in whose classroom the future teacher works should be known . . . as a highly competent teacher both of classroom pupils and of student teachers."[12] Mead in 1930 and others since that time have listed the qualifications which supervising teachers should possess. It would seem, with the recognized importance of the work of the supervising teacher, that the lists of qualifications would have been consolidated and refined and that the application of them in the selection of the supervising teacher would by now be routine. However, this is not the case. As Steeves stated in 1952, "Availability of the cooperating teacher and the willingness to accept student teachers are, apparently, the only determining factors most frequently employed in their selection."[13] This, of course, does not detract from the positive results obtained through the use of the thousands of classroom teachers who have responded to the requests of the colleges and universities. "Their response," as pointed out by Stratemeyer and Lindsey, "has been rewarding and has verified the professional spirit of teachers."[14] However, in order to assure teacher education programs of highest quality, the standards and procedures utilized in the selection of supervising teachers must be refined. The development of any standards should result from the cooperative efforts of all those involved in and concerned for the improvement of the education of boys and girls through the improvement of the preparation of teachers.

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[10] Florence B. Stratemeyer and Margaret Lindsey, *Working with Student Teachers.* New York: Bureau of Publications, Teachers College, Columbia University, 1958, p. 7.

[11] Mangum, *op. cit.,* p. 389.

[12] Conant, *op. cit.,* p. 61.

[13] Steeves, *op. cit.,* p. 129.

[14] Stratemeyer and Lindsey, *op. cit.,* p. 6.

Qualifications of the Supervising Teacher

Conant implied, in the statement quoted in the previous paragraph, that successful classroom experience is only one of the qualities desired in a supervising teacher. He suggested that the teacher must also be competent as a teacher of student teachers. It is important, as Edwards points out later in this publication, that the initial appointment to the position of supervising teacher be made on the basis of assumed potential competency for this responsibility. Stratemeyer and Lindsey agree with what was implied by Conant. They state, "Being a superior teacher of children or youth is not the only essential quality of a good cooperating teacher, however, for not all superior teachers have the ability to work well in helping the novice to become a teacher. Successfully inducting a young person into teaching demands attitudes and abilities in addition to those required for effective teaching of boys and girls."[15] He should be, as they point out, "a master in his profession" for he must be able to talk about and to demonstrate effective teaching.

Since the supervising teacher must be both a teacher of boys and girls and of the young adults who come to him as student teachers, it would seem that, as he needs special preparation for the first responsibility, it is likely that he will also need special preparation for the second. In listing the qualifications of the supervising teacher Mead includes special training in supervision or self-education in the arts and techniques of supervision as a requirement.[16] Bowden pursued this thought a little further when he stated,

> Now, if it is necessary that those who teach arithmetic should have not only a knowledge of arithmetic but also a knowledge of how to teach arithmetic, it seems much more necessary that those who teach teachers how to teach should not only have a thorough knowledge of subject matter in the field of education but also a knowledge of technical skills in how to train teachers how to teach."[17]

It has been emphasized that, in the interest of quality in teacher education, institutions of higher education and public schools must select and prepare teachers for their responsibilities as supervisors of student teachers. Neither of these aspects, selection or preparation, can stand alone and quality supervision will result only as both are built into a teacher education program. It is the preparation of the supervising teachers for their responsibilities as supervisors of student teachers which constitutes the focus of this yearbook.

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[15] Steeves, *op. cit.*, p. 7.

[16] Mead, *op. cit.*, p. 7.

[17] A. O. Bowden, "The Training of the Critic Teachers in the United States," *Journal of Educational Research*, 15:119, February, 1927.

Recognizing New Responsibilities

As one pursues the literature devoted to student teaching, or as he becomes related to it in a more personal way, he will soon conclude that the most essential ingredient in the establishing of a quality program is the obtaining of able supervising teachers. There are individuals who through study and research have obtained a knowledge of one or more subjects which would equal or excel the preparation of many teachers. There are also individuals who can describe in detail the learning process or the work of the teacher without ever having directed a class in a learning experience. Although both of these individuals have characteristics which are among those used to identify potential supervising teachers, neither they nor one individual possessing both characteristics could qualify as a teacher of student teachers on these criteria alone. The one who is to guide the first teaching experiences of the future teacher must, in addition to a knowledge of his subject and of the teaching-learning process, have demonstrated that he can teach. He should have a record of a number of years of successful experience at the level and in the subject in which he is to work with student teachers. This in no way substitutes experience for either of the other factors. There is no adequate substitute for subject matter and professional preparation just as there is not an adequate substitute for experience. It is hoped that the preparation, both in the teaching field and in professional education, will be at a level which will permit the assignment of the title "a master in his profession."

The large number of students who are entering the teaching profession make it difficult to obtain as supervising teachers a sufficient number of individuals who possess the characteristics that have just been listed. Some contend that there are not, nor will there be in the future, enough highly trained teachers for the task. However, it may be that there are teachers who have the potential for becoming successful supervising teachers, but some of the limiting factors are found within the organization of the program. The supply and quality of supervising teachers can be enhanced through the use of procedures already being utilized to a limited extent.

A major barrier to the providing of a quality student teaching program has been lifted when an adequate supply of successful classroom teachers has been identified and their cooperation obtained. New problems, however, will now be confronted. Once the teacher is selected he will have thrust upon him new demands which will involve new courses of action. These new demands which will become a part of the life of the supervising teacher will, as was stated earlier, require competencies which are not common to all teachers. Among the new tasks which the supervising teacher will be required to perform are the following: (1) He will work as a teacher of individuals from another age group. (2) He will be required to analyze, demonstrate, and discuss what happens during the teaching-learning activities. (3) He will guide and evaluate the teaching of another.

Since successful teaching at any level is a result of scholarship and experimentation, the teacher will find that he will utilize these two processes to prepare for his new tasks and that the continuous use he has been making of them as a teacher of boys and girls will make his development toward success as a supervising teacher less difficult.

Understanding the Young Adult

"To be effective with boys and girls one needs to know as much as possible about them" is a concept which is accepted by teachers. In the college or university classroom and in student teaching the future teacher will find an emphasis on this view. Because this same concept applies regardless of the age group with which one is working, the student teaching group is no exception. Student teachers come from an age group with which the supervising teacher has not been professionally associated. He must extend his understanding of human development to include them. For secondary teachers, particularly those teaching at the upper levels, this should not require as much adjustment as it will for the elementary teacher; however, both will need to strive for a better understanding of the young adult. One who teaches discovers that acquiring knowledge about an age group is only one aspect of his understanding of those with whom he will work. As soon as he is assigned the responsibility for a specific group he, in addition to the information about the age group, will need information about individuals within the class. After the supervising teacher extends his understanding of human growth and development to the age group of the student teacher, he will also need to know his student teacher as an individual. He will find that he benefits from obtaining information concerning the background, needs, interests and abilities of the student teacher. He should also have an understanding of the program of preparation which the student is following. The supervising teacher should have an understanding of the objectives and content of the teacher education program of the institution with which he is associated. This is the only way that he can become aware of how the activities which he is directing fit into the total preparation. Only by seeing how his work relates to the whole can he become effective in planning experiences with the student.

In Chapter II of this publication, Edwards discusses the competencies of the supervising teacher which are associated with the working relationship between the student and himself. Essential to this relationship is the understanding discussed here. To provide for the relationship which is most conducive to the development of the student as a teacher, the supervising teacher must be able to accept the student teacher fully. To successfully build this relationship, the teacher must have a sincere liking for the young adult and a warm feeling toward the individual student. In addition, he must have an understanding and a tolerance which are products of the study which he has made of the age group and of the individual. When the teacher obtains the total view of his student teacher, he will see him striving to fulfill his own drives; he will see his strengths and his shortcomings, and he will be willing to begin working at the level of the professional development of the individual. The supervising teacher will see his work as accepting the individual as he is and then to help him take the next step toward becoming a teacher. This is the objective of supervision in the teaching profession and is the task of the supervising teacher.

Demonstrating and Analyzing Teaching

There are many who are competent teachers of boys and girls who cannot perform adequately the second task which has been identified. This task involves analyzing, demonstrating, and discussing that which is involved in teaching and learning. Any college supervisor is able to identify a number of the teachers who can do the job of teaching their public school classes but who are not successful at explaining the processes used to the student teacher. They were selected for this work because they met the first criterion, that the supervising teacher must be known as a successful teacher of boys and girls. In most cases, these teachers could be helped by an inservice education program but too often the help which they need is not available. If the experiences in student teaching are to have the maximum effect, the student must be guided by one who can verbalize what he is doing.

Only when the selection of the supervising teacher is limited to the most competent will the student have an opportunity to observe effective teaching. It is important, however, that the teacher be able not only to demonstrate what should be done, but that he also be able to discuss with the student the specific learning situations which he uses. This requires that the teacher be able to analyze his individual activities as they relate to the total situation, for as the student observes the work of the teacher, the questions which he raises will concern specific items. In order to perform the task of analyzing and discussing the activities involved in his teaching, the supervising teacher will need a thorough understanding of the principles of learning and teaching. All effective teachers incorporate these into their work, but many times they cannot discuss either the why or how.

As was suggested earlier in this chapter, when the supervising teacher is aware of the content of the preparation of his student teacher, he will be able to assist the student to connect theory and practice. After discussing with the student principles learned in the college classroom, the teacher will illustrate the application of these concepts in the teaching-learning process. This is probably one of the most demanding tasks placed upon the one who consents to cooperate in a student teaching program. To adequately perform it, the teacher will need to do further study in human growth and development as well as in the other areas of his professional preparation. It will not be sufficient for him to read what the student teacher is reading in his professional classes for, as the mathematics teacher must go in his preparation far beyond the content he will be teaching, so must the teacher of teachers extend his professional understandings and skill. He must become a master in his profession.

Before leaving the consideration of this second task, a further look at the idea of demonstration teaching is needed. A teacher may find it difficult to teach under the conditions imposed. As long as only the boys and girls of his class or an administrator with whom he has established rapport are present, he may not have difficulty. But now he is being observed by another adult, one who is expected to take notes and then to discuss his questions with the teacher. It takes a secure person to face this situation without some anxiety, but as he gains more experience, the tension will lessen. To successfully confront the demands of his position, the supervising teacher must look first at himself and then at his observer.

The teacher has been selected because others have confidence that he is a highly qualified person. He has been recognized for his ability and his self-confidence should be bolstered by this knowledge.

His introspection should go even further, for he needs to identify his strengths and weaknesses. He needs to know what he can do well and in which areas he needs improvement. He needs to be able to accept his mistakes and, at times, to laugh at his own errors. He must come to the place that he can live comfortably with himself. He also needs to possess a clear view of the student and his objectives. The student comes to the class as a learner and not as a critic. He will be looking for ideas and explanations which will help him to become a better teacher. He is truly a beginner, and, like most beginners, he may make errors of judgment as well as action. The supervising teacher who is able to attain competency in the performance of the first task which we identified, that of understanding the new age group, will not have as much difficulty as the one who does not. The teacher must become more objective about his own activities; then, when questions are raised, he can look at them more clearly with the student. It is assumed, of course, that the college or university has prepared the student for his observation of the supervising teacher. The teacher himself is basically a learner, even though he is the leader in the situation. Both he and the student teacher must realize and accept the fact that each activity, in addition to being a learning situation for boys and girls, is also one for the teacher and that each day he teaches, the teacher will be striving to improve.

Guiding and Evaluating Teaching

Another new task which becomes the responsibility of the supervising teacher is that of guiding and evaluating the work of another teacher. Wiles states that the "supervisor's function in the school is to help teachers release their full potential."[18] In this description, he defines clearly what the objective of the supervising teacher is as he guides the work of the student teacher. Soon after the student arrives in the classroom, the teacher will permit him to assume some instructional responsibilities. As he progresses in his development, he will accept more and more of the responsibility of the teacher until he is able to stand alone as the director of learning. The supervising teacher gradually permits the student to take over his responsibilities until he has reached his full potential within the student teaching experience.

As Edwards points out in Chapter II of this book, care must be taken to provide room for the development of independence by the student teacher while assuring the continual progress of the class. The teacher at all times maintains the full responsibility for the education of the boys and girls in his class; he merely uses another means of accomplishing his primary objective. To insure the maintenance of the quality of the education being provided for the class, the college or university must screen the college students before they are assigned. The public school, and particularly the teacher, has a right to expect the student to come to the school with an adequate background in subject matter and professional knowledge. He cannot, nor should he, be expected to supply the essentials which are normally learned in a college classroom prior to student teaching. To guide the student teacher, the teacher must find time for discussion and planning. He must assure himself of the preparation of the student for his responsibilities as he relinquishes the teaching of the class to him.

Teachers who supervise student teachers regard evaluation as one of their most difficult tasks. It would appear that if one could complete the second task we described, that of demonstrating, analyzing, and discussing, he could without a great deal of difficulty evaluate the work of the student teacher. However, while there may be a high degree of correlation between the factors, evaluation still presents a major problem. There are two factors which make this task difficult. One is the relationship which develops between the student and the teacher. They become more like colleagues as they share the responsibility for the class, and it is difficult to evaluate a colleague objectively. In addition to this handicap, we add another in the method of evaluation. When the teacher knows his report will be used to assign a grade, he has a difficult time. Where the grade has been omitted from the student teaching experience, teachers have been able to evaluate more freely. Evaluation, of course, should not consist merely of the final report but should be a continuous process. It must be based upon the objectives agreed upon by those involved and data should be collected to indicate progress as well as deficiencies. This task will never become an easy one, but improved preparation on the part of the teacher and changes at the institutional level should improve both the procedure and the outcome.

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[18] Kimball Wiles, *Supervision for Better Schools*, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1955, p. 11.

Providing Environmental Support

The administrator who has the responsibility to select and solicit the cooperation of teachers for work in student teaching often finds that some of the most successful teachers choose not to participate. They state that they already have a full schedule of activities within and outside the classroom. As it is, they never have enough time to accomplish what has been outlined for their classes and for themselves. Where would they find time or the opportunity to meet the new demands? The case presented by those who take this position is a legitimate one. As we have previously indicated, the demands are not easy to meet. The teacher must enlarge his understanding of individuals; he must acquire new knowledge and skill; he may need to alter some of his attitudes. When demands such as these are placed upon individuals, it should be expected that progress will be slow and that resistance may be confronted. Teachers must be able to see the importance of the program and the necessity of their participation if cooperation is to be obtained and if the required personal and professional adjustments are to be made. To decrease the resistance and to hasten progress, it is imperative that attention be given to those factors within the environment which can promote or impede adjustment to the responsibilities of those associated with the student teaching program.

Recognition by the teaching profession of the importance of the student teaching experience is a major factor in the creation of an attitude of acceptance on the part of the individual teacher. Research indicates that a sense of belonging to a group provides an opportunity for the group to exert influence which will bring change in attitudes and action. Through its publications and conferences, the profession can indicate to the teacher the high value placed upon student teaching and the importance of the teacher to this phase of teacher education. This same opportunity exists at the local school level. Both the administrative staff and the professional organization leaders must believe in and promote the development of quality in student teaching. When this is the case and when the teachers identify positively with the school organization and the profession, they will see the acceptance of the new responsibility as a professional obligation.

Beginning supervising teachers as well as many who have been participating in a student teaching program express their lack of understanding of what is required and how to proceed with the work. With this awareness of need and with the teacher's commitment to professional growth the climate for change is a very favorable one. The supervising teacher must be helped, however, to differentiate the needs which are created by his acceptance of the new responsibilities. He will begin the process of differentiation as he is introduced to his new work. This is the beginning of the program of inservice education and methods which can be used are described in Chapter III of this publication.

As soon as the beginning supervising teacher is introduced to his new responsibilities whether by reading, observation, discussion, or direct experience, he will attempt to identify means to prepare himself to meet the demands. Individuals who care enough about their work to be selected for the supervision of student teachers are those who have a commitment to improve their professional skills and they will not be content until they feel that they can competently meet the new demands. It is important that the institutions involved, public school and college or university, assure the individual teacher that the resources necessary for his self-improvement are available. Materials and people that can provide assistance should be easily accessible, and he should be permitted time to make his preparation. Because the regular work of the teacher is becoming more extensive and complex, it cannot be expected that he will continually be able to improve himself unless he is provided time to do so. It has been found that the most successful inservice programs are those that provide the time for this purpose as a part of the regular load of the teacher. Since the supervising teacher accepts the new responsibility in order that he may assist in providing a more adequately qualified supply of beginning teachers rather than for personal gain, it is quite logical to request that his preparation time be a part of his regular schedule.

It is important that the teacher share in making decisions which will determine what he will be doing in his professional life. He must be consulted when his participation in the student teaching program is desired. He must also be actively involved in all of the other discussions related to student teaching and his work as a supervising teacher. He should share in planning, conducting, and evaluating inservice programs which will be developed. As a professional person, he has ideas about what can and should be done; his ideas must be sought and utilized. Being consulted permits the teacher to know that his feelings and opinions are important, and he will feel a responsibility for the decisions which are made. Recognition of this nature contributes to the enhancement of the climate necessary for change.

Sharing the Responsibility

One of those who must demonstrate his willingness to provide a supportive environment for the professional growth of the supervising teacher is the school administrator. It is he who is responsible for the acceptance of the student teaching program by the Board of Education and others in the community. He must convince them of the need for the schools to permit students to begin their teaching while they are still college students. He must create an attitude which will permit the experimentation and demonstration necessary to teacher education. It is also the responsibility of the administrator to make the changes which will permit time for the teacher to prepare adequately for and to perform his new tasks. The administrator may encourage the teacher to attend inservice education conferences by providing a substitute teacher and can also help the cause by providing some of the resources required for inservice education of the teacher. There is more concern today for the development of an adequate financial base for the student teaching program and the administrator must share the responsibility for finding the funds for this purpose.

The other person who has an immediate and direct responsibility for creating an environment in which change can take place is the college supervisor. Just as the supervising teacher is the key person in the student teaching program, the college supervisor is the key one in promoting the professional growth of the supervising teacher. He will have much of the responsibility for helping the teacher prepare for and adjust to his new role. Essential to his assisting the teachers is the rapport he has with them. He must be perceived by the teachers as one who not only knows about student teaching, but also about the regular work which they are doing. He must be able to let the supervising teachers know that he has confidence in them and that he will do all that can be done to assist them. Reciprocating is not sufficient for the college supervisor, for with him rests the responsibility for seeing that the program moves. He is stimulator, organizer, and coordinator of the efforts to produce an effective learning situation for the student teacher. The college supervisor must be available to the supervising teacher when he needs assistance. He is the one who will most likely be able to suggest the resources needed by the teacher to meet a special need, and together they can plan how they may be obtained and utilized. He and the supervising teacher must see his role as being that of one who supports, assists, and shares the work of the supervising teacher. For the college supervisor to become a real educational leader, he must regard his position as an end within itself, often requiring a number of years with one group of teachers. To regard the position in any other manner will not permit the time for establishing the rapport which is required. It is this relationship with a school organization and with the teachers of that group that will determine much of what is to be accomplished. No one else has more obligation or opportunity to contribute leadership to the student teaching program than does the college supervisor.

Nothing can take the place of the supervising teacher's own efforts, however. In Chapter III of this yearbook, Tanruther discusses the responsibility of the supervising teacher for his own professional growth. It is evident that, if the teacher is unwilling to assume this attitude, the efforts of others will not be highly successful. The teacher must be able to see his new role as a professional challenge to which he is willing to devote his time and energy. Few positions can be more demanding than this for he is attempting to be a teacher of a college student while at the same time he is responsible for educating a class of elementary or secondary school pupils. He must realize the significance of his work, for now his efforts will not only influence the pupils in his class, but also those who will be taught by the student teacher with whom he works. Accepting the challenge of his work and knowing its importance should cause the teacher to accept the responsibility for his self-improvement. The inservice education program will not get off the ground unless the teacher is sincerely interested. If he is, a high degree of success is almost assured.

CHAPTER II

Competencies of the Supervising Teacher

It is obvious that if schools and colleges are going to work cooperatively in improving the effectiveness of supervising teachers, there must be some agreement as to what the desired competencies of supervising teachers are. The more specific we can become in identifying and describing competencies, the better the chances are for developing effective programs for improving them. Such identification and description are not easy tasks; and no doubt, if these tasks were approached by several different but equally competent groups of people working independently, the results would not be identical. Therefore, no claim is made that the competencies identified and described in this yearbook are the only ones that are important to the supervising teacher or even that they are the most important ones. They are, however, those that emerged through a process that will be described presently, and should serve as a valid guide in planning programs for the improvement of supervising teachers.

Statement of Assumptions

First, before describing the processes by which the competencies dealt with in this section were identified, it appears necessary to state some assumptions which were made, both as to the nature of competencies and as to the method by which they were identified.

Assumptions relating to the nature of competencies:

1. The word "competency" may mean different things to different people. As used in this yearbook it is interpreted broadly to include qualities or characteristics of an individual which should tend to make him an effective supervising teacher, as well as operational procedures that should tend to develop an effective working relationship between a supervising teacher and a student teacher.
2. The competencies described are those related to the tasks of supervising a student teacher; not merely to teaching a class of children or youth.
3. Competency in teaching a class of children or youth does not necessarily, of itself, assure competency in working with a student teacher.

Of course it is not likely that a poor teacher of children or youth could ever become an effective supervising teacher, but it does not follow that merely because a teacher is a good teacher of children or youth he will become a good supervising teacher. Undoubtedly some of the competencies involved in these two separate but related tasks are similar in nature, but emphasis here will be placed on the relationship of the competency to the effectiveness of the teacher *as a supervising teacher.*

4. Supervising teachers are selected with some concern for their competency as teachers and on the basis of someone's judgment as to their competency, or potential competency, to supervise a student teacher. Of course, an initial appointment to the role of supervising teacher must be done on the basis of assumed potential competency to supervise a student rather than on proven abilities.

Assumptions relating to the tasks of identifying competencies of supervising teachers:

1. Many writers in the field of teacher education have referred to competencies needed by supervising teachers. These references should serve as valuable sources in identifying competencies desired in supervising teachers and those which might be developed through inservice programs.
2. People directly involved in the interrelationships between student teachers and supervising teachers should be given the opportunity to contribute ideas concerning the competencies of the supervising teacher. This group of people should include college administrators, college supervisors of student teaching, school administrators, supervising teachers, and student teachers.

Identification of Competencies

With the assumptions stated above taken into account, the following procedures were followed in identifying the competencies of the supervising teacher. In the spring of 1964, the writer taught a graduate course, through the Extension Division of the University of Kansas, entitled, "Administration and Supervision of Student Teaching." The class was held in the Shawnee Mission High School in suburban Kansas City and consisted of twenty-three students, all experienced teachers or school administrators representing both the elementary and the secondary levels. As one phase of the work of this class, the members were divided into five subgroups based on their positions and their interests in the problem of identifying competencies of supervising teachers. Each group worked independently of the others to produce a tentative list of competencies of supervising teachers. One group surveyed the available literature and drew from each source statements that the writers had made concerning competencies of supervising teachers. The statements were then grouped for similarity of ideas and a list representing a composite of the ideas from these sources was formulated.

The other groups each agreed to consider the supervising teacher through the eyes of a different category of persons and develop a list of desired competencies as viewed by the particular group involved. The categories were: the college supervisor, the school administrator, the student teacher, and the supervising teacher himself. Some of the groups had representation of the category within their memberships, and all were encouraged to talk with other people representing their category so that "grass roots" ideas from all categories would be reflected. Each of the groups then formulated a list of competencies, thus providing a total of five independently derived lists.

Also, in the spring of 1964, the writer had occasion, through his position as Director of Student Teaching at the University of Kansas, to assemble a group of 113 students either engaged in student teaching at the time or having shortly before completed their student teaching experience. He solicited their opinions concerning the competencies of supervising teachers through the use of an open-end type of survey. The following instructions were given to this group of students on April 22, 1964, and their responses were collected later the same day:

> Dear Student:
>
> I am working on a project in which a group is attempting to identify "qualities," "characteristics," or "competencies" that are important in supervising teachers. Since you are either now engaged in student teaching or have recently completed it, you can be quite helpful to us if you will take a few minutes of your time to give us your ideas on the subject.
>
> Will you please list on the blanks below the five to ten such "qualities," "characteristics," or "competencies" that you think are the most essential in making a person a good supervising teacher. These may be items that your teacher has exhibited or items that he did not but that you wish he had. Please make the statements brief, concise, and specific. Do not mention the name of any teacher. If you wish to write more, you may use the back of the sheet. Thank you for your cooperation.

In the summer of 1964, the writer was again teaching the same course, "Administration and Supervision of Student Teaching," at the University of Kansas. He asked for one or two volunteers from the class to continue the work on this problem as their term project for the course. Two students volunteered. Both of them were at the time involved in teacher education—one as a college supervisor in the field of mathematics and the other as an assistant director of student teaching. They were given all the materials that had been completed up to this time. Included were the lists that had been produced by the several groups from the Shawnee Mission class and the responses of the 113 student teachers. Their first task was to produce a composite list that preserved to the highest degree possible the ideas expressed in each list and still avoided duplication. This process resulted in a list of fifty tentative items. These items were then put in the form of a check list and were submitted to the entire membership of the summer class, a total of thirty graduate students, with the following instructions:

> The following items have been tentatively identified as competencies important to a supervising teacher. Indicate by placing a circle around the appropriate number your estimate of its importance or significance. Number 3 implies highly important, crucial to the success of a supervising teacher. Number 2 implies moderate importance. Number 1 implies little significance, relatively unimportant, could be omitted without detriment to the program.

The items were arranged in random order with the numbers 3, 2, and 1 preceding each item in the left margin of the survey.

At the end of the check list the following statements appeared:

> Of all the items, list the numbers of the ten you consider to be *most* important. Of all the items, list the numbers of the ten you consider to be *least* important. If there are other items you would like to include that were omitted or comments that you would like to make, we would appreciate your doing so in the space provided below.

The comments written in response to the statements provided valuable suggestions for revision of wording, combining of some items, and other minor changes.

The revised list, which consisted of thirty-five items, was then resubmitted to the class members for checking. A mean rating was calculated for each item. All items on the list received mean ratings of more than 2.00, the range being from 2.03 to 2.93. Thus, through these steps, the list of thirty-six competencies that are treated in the remainder of this chapter were identified. Although other means of identification might have produced other items, it seems reasonable to conclude that these are important and developing them to the optimum should be a goal to be cooperatively sought by teacher education institutions and their partners in the endeavor of teacher education—the public schools.

Description of Competencies

If public schools and teacher education institutions are to work cooperatively in improving the competencies of the supervising teacher, identification of competencies is only a first step. The remainder of this chapter of the yearbook will be devoted to interpretation and description of the competencies identified with the hope that these interpretations and descriptions may be helpful to those whose task it is to plan programs for improving the competencies of supervising teachers.

In the processes which were used in identifying the competencies, no attempt was made to group them into categories or to classify them in any way. However, it seemed that it might be helpful from the standpoint of explanation and interpretation if they were grouped into several broad categories. It is recognized that some might be placed in more than one category and that there is some interrelationship among the categories. However, the competencies were grouped with the idea of placing each in the category which seemed most fitting and which might facilitate thinking about its significance. The five categories and the competencies within them are:

I. Competencies related primarily to classroom procedures and techniques.
   1. Gives suggestions in matters of discipline.
   2. Acquaints the student teacher with "routine" matters.
   3. Displays accuracy in keeping records.
   4. Creates a democratic setting for learning—one in which pupils share in some decision-making experiences.
   5. Assists student teacher in setting reasonable standards of performance for his classes.
   6. Encourages creative thinking and planning by pupils and by the student teacher.

II. Competencies related primarily to the working relationship between the supervising teacher and the student teacher.
   1. Is available for consultation and moral support when needed.
   2. Analyzes with the student teacher the value of experiences; helps the student teacher to discover which ones are most worthwhile.
   3. Helps the student teacher set his goals and formulate his educational philosophy.
   4. Shares in planning with the student teacher.
   5. Plans and teaches through another adult; originates and suggests new ideas without dominating the student teacher's thoughts and actions.
   6. Establishes a feeling of security on the part of the student teacher by clarifying his responsibilities throughout the student teaching period.
   7. Recognizes and helps relieve tension in pupils and in the student teacher.
   8. Offers criticism—continuous, specific, and constructive—in a sympathetic manner.
   9. Helps the student teacher to develop understanding of his own strengths and weaknesses, and to build a healthy self-concept.
   10. Invites the student teacher to participate in the professional and social activities of the staff.
   11. Shows willingness to consider new and different techniques in an open-minded manner.

III. Competencies related primarily to the transition from the relatively inactive status of the student teacher at the beginning of sudent teaching to his active status later in the assignment.

1. Gradually lets student teacher accept increasing responsibility until full teaching responsibility is assumed.
2. Helps student teacher to understand his job in relation to the entire school program.
3. Helps student teacher build teaching skills through observation of his (cooperating teacher's) teaching.
4. Assists student teacher in recognizing theories in practice—child development, psychological principles, and so forth.

IV. Competencies related primarily to personal characteristics or traits of the supervising teacher that might be emulated by the student teacher.

1. Sets a good example for the student teacher in personal appearance, grooming, speech, and appropriate mannerisms.
2. Makes rational judgments, takes appropriate action, and accepts responsibility for the consequences.
3. Knows his own strengths and weaknesses and accepts himself as he is.
4. Reflects a positive professional attitude and a real liking and respect for teaching.
5. Exhibits interest in continuous self-improvement and educational advancement.
6. Reflects a mature personality with enthusiasm and broad interests.

V. Competencies related primarily to developing broad professional and school responsibilities.

1. Is an active participant in local and state teachers' organizations and is familiar with the purposes and work of the NEA.
2. Perceives the opportunity to work with future teachers as a professional responsibility.
3. Places primary emphasis upon his service to society rather than upon his personal gain.
4. Actively participates with his colleagues in developing and enforcing standards fundamental to continuous improvement of his profession, and abides by those standards in his own practice.
5. Exhibits willingness to accept out-of-class responsibilities.
6. Participates effectively in faculty meetings and the work of professional committees.
7. Is acquainted with sources of current thinking—journals, conferences, yearbooks, workshops.
8. Exhibits a cooperative attitude in relations with other members of the staff.

Classroom Procedures and Techniques

The competencies included in category one are related primarily to classroom procedures and techniques. Each competency will be discussed individually in the sections which follow.

Matters of Discipline

The supervising teacher gives suggestions in matters of discipline. The word "discipline" is sometimes objected to on the grounds that it is old-fashioned. It is used here, however, to refer to the interrelationships between teacher and pupils that produce a good learning atmosphere in the classroom. It is almost universally a matter of great concern to student teachers and a matter of great importance to the beginning teacher. Giving suggestions that are helpful to the student teacher is certainly a competency that the supervising teacher must develop if he is to be effective in guiding the student teacher towards independent growth.

It must also be assumed that the supervising teacher is a teacher who has good discipline in his own classroom. This means that there is a constructive atmosphere for learning, without evidence of teacher-pupil tension or without an attitude on the part of the teacher of dictatorial or authoritative controls. It is difficult, of course, for a teacher who maintains a constructive attitude toward learning in his own classroom to transfer to someone else the qualities that are necessary to maintain this kind of atmosphere. Yet it must be done if the student teacher is to be successful.

It may be helpful to the student teacher if, at the very beginning of the student teaching period, the supervising teacher calls attention to the things that are done or said that tend to develop a constructive attitude in the classroom. Then, as the student teacher begins to accept responsibilities in dealing with the class, it will undoubtedly be necessary for the supervising teacher and student teacher to discuss successful and unsuccessful procedures which were employed and which resulted in "good" or "bad" classroom atmosphere. As the supervising teacher begins to leave the room for short periods of time and return, it will be easy to discern whether or not disciplinary problems are arising. If they are, a frank discussion of the matter should prove helpful. This discussion, of course, should take place in private and the student teacher should be led into solving the problems on his own rather than having the supervising teacher "come to his rescue" in matters of discipline.

It should be kept in mind that the student teacher will not necessarily be copying or mimicking the procedures of the supervising teacher because relationships among people involve interacting personalities. The student teacher must be led to utilize his own personality structure and his own interaction with the class to provide a businesslike classroom atmosphere without developing authoritarian practices. This competency of the supervising teacher may be one of the more difficult ones to develop, but it is certainly an important one as it affects the experience of the student teacher.

Routine Matters

The supervising teacher acquaints the student teacher with routine matters. This is a competency the supervising teacher may overlook because he has been accustomed to carrying out such matters without giving much thought to them. Therefore, he may forget their importance to the student teacher. Among the important routine matters with which the student teacher should become acquainted are the following:

1. Checking the physical characteristics of the room—lighting, heat, ventilation, chair arrangement.
2. Checking the class roll and making the proper records of attendance.
3. Giving attention to announcements that have come from the principal's office.
4. Checking in or out books or other items of equipment.
5. Taking inventory of supplies and equipment and making the necessary reports concerning these items.
6. Checking in and out of the building.
7. Being at the expected place for such duties as hall supervision, playground or lunchroom supervision, and other similar duties.

The above list is only illustrative of the many routine matters that might need attention during a student teaching assignment. The point is that the supervising teacher should help the student teacher to develop understanding of the necessity for attention to routine matters. Perhaps the two together should work out a list of important routines and then work together in seeing that they are understood and practiced.

It may be that some of the important routine matters with which the student teacher needs to become acquainted are not evident during the particular period during which the student teacher is in the school. For example, routine matters that have to do with taking inventory and preparing supplies, materials, and equipment for storage during the summer vacation will not occur during a first semester student teaching assignment, but are important to the future success of the student teacher. Attention to them should be given by the supervising teacher.

Record Keeping

The supervising teacher displays accuracy in keeping records. Record keeping is of several kinds, and is an important aspect of the total work of a teacher. The competency of the supervising teacher in record keeping and in attempting to instill in the student teacher the characteristic of accuracy is an important one. Some kinds of record keeping have been mentioned in connection with routine matters in the preceding paragraphs, but perhaps more important are records that are kept that have to do with progress of pupils. This involves more than merely recording grades in a grade book. It may mean making notes about individual pupils at different times and utilizing them in planning for the over-all growth of pupils as time goes on. It is important, of course, that these records be accurate, but it is equally important that they be used wisely.

Setting for Learning

The supervising teacher creates a democratic setting for learning—one in which pupils share in some decision-making experiences. It is recognized that this item may be of more significance in some kinds of classes than in others and may operate differently at different grade levels; yet it is certainly a competency which a good supervising teacher needs to develop and to translate in meaningful terms to the student teacher. This competency is undoubtedly related to the one concerning discipline referred to earlier. It concerns itself with a classroom atmosphere that provides opportunity for pupils to participate in some decision making, without leading to chaos in the classroom or to complete irresponsibility on the part of the teacher. The supervising teacher must be willing to permit the student teacher to utilize democratic practices in the classroom; yet he must be constantly aware of the dangers that are involved, and be on hand to assist the student teacher with specific suggestions as to what might be done to improve the situation as his experiences proceed.

Reasonable Standards

The supervising teacher assists the student teacher in setting reasonable standards of performance for his classes. It is not uncommon for student teachers to come into public school classrooms with higher expectations of pupils than can reasonably be attained. It is true that students have studied child growth and development at various levels of maturity and have studied educational psychology and theories of learning. However, most of their direct experience has been with students at their own maturity level in school, and it is sometimes difficult for them to understand the setting of reasonable standards of performance for elementary or secondary school classes.

To exercise this competence the supervising teacher must discuss with the student teacher at the outset of the student teaching session such items as the ability level or range of ability within the class or classes involved, the varying expectations that must result from this range, and ways by which the student teacher may go about setting reasonable standards. It is highly important that, as the student teacher moves into teaching responsibilities, the supervising teacher give considerable attention and help in this matter. This might very well become a part of nearly every supervising teacher-student teacher conference in the early stages of student teacher responsibility. This can only be done if the supervising teacher is in the classroom while the student teacher is teaching for long enough periods of time to recognize whether or not reasonable standards are being set.

It is highly important that the concept of individual differences be made real to the student teacher. He must be led to see that it is very important for standards to be adjusted to ability levels of pupils so that the pupil of limited ability is not overwhelmed and the pupil of exceptional ability left unchallenged. The supervising teacher who develops this competency will go a long way in helping the student teacher to become independent in his performance as a beginning teacher.

Creative Teaching

The supervising teacher encourages creative thinking and planning by pupils and by the student teacher. The ability to encourage creative thinking and planning is an important one for all teachers. If a student teacher is to be led to develop creativity in the pupils, he must be permitted to engage in creative thinking and planning of his own in his student teaching experience. This does not mean that the supervising teacher "turns things over" to the student teacher and gives him complete rein in exercising creative thinking and planning. On the other hand, it does mean that the supervising teacher encourages the student teacher to think of new and different approaches to the varied teaching tasks, talks with him about their possibilities for success, and then permits him to utilize the ones which they together think are appropriate. This means that during the student teaching period some things are likely to be done in the class that are different from those that have been done by the supervising teacher and that their success should be cooperatively evaluated by the student teacher and the supervising teacher.

Working Relationships

The supervising teacher and the student teacher must share the same classroom and the same group of pupils during the student teaching assignment. Their joint responsibility for planning and carrying out the instructional program makes necessary a close and harmonious working relationship. It is essential, therefore, that the supervising teacher be very aware of the effect of his attitudes upon the student teacher. In establishing an effective working relationship it is necessary that the supervising teacher:

1. Convey the feeling that he is glad to have the opportunity of working with the student teacher.

2. Make the student teacher feel free and at ease in discussing matters important to him.
3. Make the student teacher feel that his ideas will be respected and appreciated.
4. Strive to develop confidence in the student teacher by giving him tasks to do in which he is relatively certain that the student will succeed and then building these tasks into the more difficult and complex ones that will follow.
5. Make the student understand that the student teaching experience, as well as teaching itself, involves many difficult tasks and much hard work; but that at the same time the tasks and hard work will be rewarded by feelings of achievement and accomplishment in helping other people to develop.
6. Establish an atmosphere in which differences of opinion can be faced objectively and without emotional reaction on the part of either the supervising teacher or the student teacher.
7. Make the student teacher feel that he is a professional associate, a student, and a professional co-worker endeavoring to learn about the teaching profession in all of its ramifications.
8. Develop an attitude of friendliness and helpfulness toward the student teacher; but not let a relationship develop that will prevent objective analysis of the student teacher's strengths and weaknesses.

The competencies involved in developing an effective working relationship between the supervising teacher and the student teacher are very important in the student teacher's total development. They are competencies that supervising teachers should be encouraged to develop. Any program for the inservice education of supervising teachers must take into account this very important category and do all that is possible to help supervising teachers to recognize its importance and continue to develop it to its highest level.

Consultation and Support

The supervising teacher is available for consultation and moral support when needed. Availability is more than mere physical presence. The words "for consultation and moral support when needed" are central to this concept. The attitude implied is one of helpfulness on the part of the supervising teacher. If the supervising teacher gives time grudgingly or with the attitude that he would rather be doing something else, his working relationships will not be conducive to the optimum development of his student teacher.

On the other hand, the supervising teacher who goes out of his way to make himself available and to work with the student teacher is usually appreciated and admired by the student teacher. When student teachers discuss their supervising teachers, it is quite clear that teachers who are admired most are those who devote the extra time to make consultation and support vital to the student teacher.

This is not to imply that the supervising teacher is expected to be present at all times while the student is teaching; but it is important that he not leave the student teacher for long periods of time without observing situations as they are developing. Also, he needs to consult with the student teacher concerning problems that may have arisen and changes that might improve the teaching-learning situation.

Analysis of Experience

The supervising teacher analyzes with the student teacher the value of experiences: helps the student teacher to discover which experiences are most worthwhile. As a student teacher goes through a student teaching period, he will encounter literally hundreds of different experiences. The sheer number of new experiences which he is having may overwhelm him, and he may have difficulty in determining which experiences are actually of most value to him and which ones are of lesser value. It is impossible for him to note all experiences and to analyze their value while he is doing the teaching. He must keep things moving in the classroom and follow his plans for directing the learning experiences.

The supervising teacher, however, in observing the student at work, makes notes as to the experiences the student is having—which ones seem to be of most value and which ones are of lesser importance. These notes serve as bases for valuable conferences between the supervising teacher and the student teacher. In conferences the supervising teacher points out the value of an experience and generalizes with the student teacher the worth of his experience for future development. This is a very important competency which does not develop automatically but to which the supervising teacher needs to devote attention. Development of this competency on the part of the supervising teacher may provide the student teacher with one of his most valuable resources—a stock of valued experience which he may utilize in planning for future teaching.

Goals and Philosophy

The supervising teacher helps the student teacher set his goals and formulate his educational philosophy. The student comes into the student teaching situation with some theoretical background for setting his professional goals and formulating his educational philosophy. However, it is during the student teaching experience that his goals and the actual elements in his educational philosophy take shape in terms of experiences with boys and girls. The supervising teacher can be very helpful to the student teacher in this respect, but it will take conscious effort on his part. He must talk with the student teacher about goals and educational philosophy as they relate to pupils and practices within the classroom. It is through such experiences that the student teacher will be able to formulate his educational philosophy concerning such areas as the worth and dignity of each individual, the differences among individuals, and the democratic ideal as applied to educational experiences with boys and girls.

It must be emphasized that the student teacher will not necessarily be able to perceive the relationships between these practices in the classroom and an educational philosophy. Only through intelligent discussion with the supervising teacher will he develop the insights that are necessary. The supervising teacher needs to be aware of this fact and make a real effort to see that the student teacher progresses in the formulation of his educational philosophy.

Development of Plans

The supervising teacher shares in planning with the student teacher. Undoubtedly planning will have been emphasized in the pre-student teaching professional education of the student teacher. But the student teacher was not then in a classroom of boys and girls whom he was responsible for teaching. As the student teaching period gets under way, the student teacher is confronted with planning tasks in terms of learning experiences for the boys and girls with whom he will work. It is essential that the supervising teacher share in planning with him for his first experiences as a director of learning activities. It is necessary that he understand, as completely as possible, what the class has studied preceding his appearance in the classroom and how the things that he will be doing will fit into the total year's activities.

The supervising teacher who takes the attitude that the best way for a student to learn to teach is to begin early and have the full responsibility for teaching the class during student teaching is not meeting his responsibilities in helping the student teacher to develop as a professional person. On the other hand, the supervising teacher who requires the student to follow in detail plans which he has already made is equally lacking in understanding the student's needs. Planning at its best must be a shared responsibility. Plans that the student teacher makes must be checked carefully by the supervising teacher, and frequently suggestions for changes need to be offered. As the plans are put into operation, it is important for the supervising teacher and the student teacher to evaluate successes and failures and to make necessary adjustments in future planning in relation to the outcomes of the previous plans.

As the student teaching session progresses, the student teacher should gain in his ability to prepare plans independently and to put them into effect in the classroom. Therefore, the planning activities should gradually shift from those that are influenced to a high degree by the supervising teacher to those that are wholly or nearly the full responsibility of the student teacher. Planning is a complicated skill and the supervising teacher will generally need help in development of competency in this area from those who work with him in his task of supervising the student teacher.

Responsibility for Class

The supervising teacher plans and teaches through another adult; originates and suggests new ideas without dominating the student teacher's thoughts and actions. This competency is closely related to the one just discussed. The point to be emphasized here is that the class is the responsibility of the supervising teacher. He must convey to the student teacher the understanding that all classroom activities must be in harmony with the responsibilities, but not the details of operation, of the supervising teacher. Complete authority and responsibility for planning and teaching cannot be transferred to the student teacher. However, the supervising teacher should work toward the transfer of as much authority and responsibility as can be given without radically altering the nature of the class procedures or the over-all objectives of the school's program. This involves a delicate relationship, one in which the student teacher must be given the opportunity to develop independence, yet at the same time the supervising teacher must retain the actual responsibility for the total scope of activities in the classroom. It must be recognized that controversy and conflict may develop, and every effort needs to be made to maintain the proper balance of responsibility between the two partners—the supervising teacher and the student teacher.

Clarification of Expectations

The supervising teacher establishes a feeling of security on the part of the student teacher by clarifying his responsibilities throughout the student teaching period. The student teacher who says, "I never knew exactly what was expected of me," is reflecting a situation in which the supervising teacher has not developed this competency. Establishing a feeling of security on the part of the student teacher should be a primary goal of the supervising teacher. One aspect in the attainment of this goal is clarifying his responsibilities early in the session and maintaining a clear definition of expectations throughout the student teaching session. These expectations relate not only to his planning and directing of learning activities within the classroom, but his responsibilities for the extra duties about the building as well as those related to his professional position in the total school and community.

Relief of Tension

The supervising teacher recognizes and helps relieve tension in pupils and in the student teacher. Tension often leads to frustration which in turn may lead to chaotic conditions in the classroom and loss of a constructive learning atmosphere. It is, of course, important for all teachers to recognize tension in pupils, but it is particularly important for the supervising teacher to recognize and take steps to relieve it in order to avoid the frustration that is bound to follow. This same ability should carry over into the relationship between the supervising teacher and the student teacher, so that tension does not develop within the student teacher, which will also lead to frustration on his part and inability to conduct a class in an appropriate manner.

The cultivation of a general attitude of friendliness and good humor will go a long way in helping to prevent or relieve tension. The teacher who can see the humor in a situation, laugh with the pupils, and then restore order has taken a long step in the direction of recognizing and relieving tension. Another way of helping to relieve tension is to recognize when the activity needs to be changed and not to pursue the same kind of activity until extreme tensions have been built up.

It may be easier for the supervising teacher to recognize and relieve tension in pupils than it is for him to recognize and relieve tension in the student teacher. However, the same general principles apply. An attitude of friendliness, cheerfulness, and good humor will go a long way in preventing tension from arising. If the student teacher appears to be under extreme tension in his early attempts at handling the class, it may be helpful for the supervising teacher to discuss the matter frankly and openly with him. A step in the direction of preventing tension is to provide for the student teacher the opportunity to teach for short periods of time at first, so that he will not be confronted with long periods of responsibility in which tension may develop. Careful planning, which has been mentioned earlier, will make the student more at ease and will help to provide an atmosphere in which tension is not likely to arise. Analysis of results and careful planning in the light of this analysis will go a long way in helping to relieve tension as the session progresses.

The student teacher will almost inevitably be tense at the outset of his experience. This tension, however, should be of relatively short duration and should diminish as the period proceeds. As the student teacher develops confidence, he should become relaxed and free of tension as the student teaching assignment moves toward its conclusion.

Sympathetic Criticism

The supervising teacher offers criticism—continuous, specific, and constructive—in a sympathetic manner. This point is one which is mentioned perhaps more frequently than any other as student teachers are given the opportunity to react to their student teaching experience. They frequently report that it is difficult for them to know whether they are making improvement because their supervising teachers do not offer continuous, specific, and constructive criticism in a sympathetic manner. Of course, supervising teachers vary over a wide range in this respect. There are those who offer criticism continuously and specifically, but often not constructively nor in a sympathetic manner. Then, at the other extreme, there are those who say nothing, or who make such noncommittal remarks as "You did pretty well today." These kinds of statements are of little value to the student teacher in his efforts to improve his teaching competence.

It is evident that the supervising teacher must be in the classroom while the student is teaching if he is to be analytical in terms of the student teacher's performance. He must make specific points as they relate to goal-setting, selection of activities to reach goals, application of these activities, and the success or failure of the outcomes. It is only through this kind of analytical approach to the teaching situation that the student teacher can be expected to grow and develop to the optimum during his student teaching experience. Such analyses must be discussed with the student teacher openly and objectively as soon as possible after the student teaching experience has been completed. They will then be meaningful to him in planning for his future work. The student teacher has a right to expect that the supervising teacher will be able to help him, through criticism, and that this criticism will be extended in a sympathetic manner which will help to build his confidence.

Evaluation of Progress

The supervising teacher helps the student teacher to develop understanding of his own strengths and weaknesses and to build a healthy self-concept. The supervising teacher should emphasize to the student the value of developing the ability to criticize himself, to continue to analyze his own strength and weakness, and through this to build a healthy self-concept. It is important that all people recognize their own limitations and at the same time to be cognizant of their outstanding strengths. It is probable that most student teachers have some general notion of their strengths and weaknesses before they begin student teaching; but certainly during the student teaching period they will become more aware of their specific abilities to operate in the teaching-learning situation of the classroom. It is imperative that the supervising teacher devote conscious effort to the task of helping the student teacher to continue to develop an understanding of his own strengths and weaknesses and to utilize this understanding in the building of a healthy self-concept—one which will be adequate to assure the continuous growth of the student as he enters the teaching profession.

Professional Participation

The supervising teacher invites the student teacher to participate in the professional and social activities of the staff. This item is likely to be regarded as a minor matter and may therefore be overlooked. However, it is one which will make a considerable contribution to establishing a proper working relationship between the supervising teacher and the student teacher, and also a proper relationship between the student teacher and other members of the school staff. Also, participation in professional activities will be important to the student teacher in giving him some insight into this aspect of his total professional responsibility which he cannot get in any other way. Student teachers are frequently told before they go into a student teaching situation that they are expected to participate in the professional and social activities of the staff. However, it is very difficult for them to gain this experience unless they are invited directly and personally by some member of the school staff, and certainly the supervising teacher is the person who should assume this responsibility.

Openness to Change

The supervising teacher shows willingness to consider new and different techniques in an open-minded manner. The supervising teacher who refuses to consider any new or different technique is building a barrier between himself and the student teacher in terms of their working relationship rather than providing an atmosphere which is conducive to good work. This is not to imply that the supervising teacher immediately accepts every new idea concerning a different technique that the student teacher may mention. It does mean, however, that he does not reject it flatly, but is willing to talk over and consider the suggestion in terms of its probable success or failure if applied in the classroom. It it involves an abrupt and radical departure from the established and acceptable procedures which are used by the supervising teacher, certainly he has a responsibility to explain to the student teacher why he feels it is not appropriate, rather than rejecting it flatly without consideration. On the other hand, if he takes the attitude that it "is all right to try but I don't expect it to succeed," he is not really providing the student teacher with the guidance he needs.

Consideration of new and different techniques should be a matter of open, courteous, and frank discussion between supervising teacher and student teacher. Of course, in the final analysis, whether or not the new or different technique is to be tried is a matter for the supervising teacher to decide. He must make this point clear to the student teacher without offending him or making him feel that his ideas are not important or worthy of consideration.

Induction Into Teaching

The third broad category of competencies are those related primarily to the transition from the relatively inactive status of the student teacher at the beginning of student teaching to his active status later in the assignment. As has been pointed out earlier, there are frequent interrelationships between the competencies of this category and those classified in other categories. The process referred to in this category, the transition from the relatively inactive to active status, is a matter of extreme importance in the development of the student teacher. Certainly any program for the inservice education of supervising teachers must give considerable attention to the important group of competencies which support this process.

Increasing Responsibility

The supervising teacher gradually lets the student teacher accept increasing responsibility until full teaching responsibility is assumed. Some reference has been made to this competency previously. However, it is nearly impossible to overemphasize its importance. It is vital that the student teacher be introduced to teaching responsibilities gradually, rather than be thrown suddenly into full teaching responsibilities at or near the beginning of the student teaching period. From the standpoint of the pupils, there are several factors which make an abrupt introduction of the student teacher to full responsibility for classroom procedures detrimental. There is likely to be a break in the continuity of learning experiences, particularly if the student teacher is placed in a position of full responsibility without having had the opportunity to observe for a period of time and plan with the supervising teacher as to how the transition should be made. Students may experience considerable difficulty in adjusting their attitudes toward the new personality of the student teacher and, as a result, there may be a lack of normal or desirable progress for a time.

Equally disturbing are the detrimental effects upon the student teacher of such a rapid and sudden delegation of full teaching responsibilities. One of the over-all objectives of the student teaching experience is to build a feeling of confidence and security on the part of the student teacher. An abrupt assignment of full teaching responsibility will do more to break down a feeling of confidence than to build it up and enhance the feeling of security. It is not possible to say how many hours or days of observation and planning a student teacher should have before being given teaching responsibilities, because the classroom situation will differ from one time to another and the readiness of the student teacher will likewise differ from one student to another. Only the supervising teacher is in a position to appraise readiness to assume various levels of responsibility.

The wise supervising teacher will try to place the student teacher at ease from the very beginning by giving him small tasks and small responsibilities with which he can succeed. During this time he will have the opportunity to become acquainted with the class and with the various teaching procedures of the supervising teacher. At the same time the two of them can work together in developing plans for the gradual assumption of more and more responsibility on the part of the student teacher. As this shift of responsibility proceeds, both supervising teacher and student teacher should evaluate the success and failures of early attempts at increased responsibility, and make provision for capitalizing on those things which have been successful and eliminating those things which have caused difficulty. If the kind of working relationship which has been described earlier has been established, this process should lead to a gradual but steady increase of confidence and security on the part of the student teacher. Then, when the stage of full teaching responsibility has been reached, it will have been accomplished so gradually that the student teacher will have been eased into it without actually knowing when the transition was completed.

When the point of full teaching responsibility has been reached, it is still necessary for the supervising teacher to remain in the classroom enough to be able to analyze the teaching procedures of the student teacher and to confer with him constructively concerning means for improvement. On the other hand, it is important that the supervising teacher be away from the classroom enough that the student teacher will develop the feeling of security and confidence in his own ability to handle the class in all of its teaching-learning experiences without the physical presence of the supervising teacher at all times.

Thus far, emphasis has been placed upon the matter of not increasing teaching responsibilities too rapidly. It is equally important that the student teacher not be withheld from assuming teaching responsibilities beyond the point of his exhibiting readiness to do so. It is certainly disconcerting to the student teacher, and not quite fair to the profession for the supervising teacher never to release full teaching responsibilities to the student nor to leave the classroom with the student teacher in full charge of the teaching-learning experiences. It should be borne in mind that, once a student teacher has completed this experience, he will be recommended for certification as a qualified beginning teacher. If he has not exhibited the competence necessary to be left alone with the class he should not be recommended for certification. If he has exhibited the degree of readiness which makes such responsibility feasible, the supervising teacher is not fulfilling his obligation if he does not permit the student teacher to assume this responsibility.

Since there are so many variable factors inherent in every student teaching situation—factors that relate to the class itself, to the preparation and personality of the student teacher, and to the interrelationships between the two—it is not possible to state in terms of hours or days the length of time that should be spent in varying degrees of responsibility. The important thing is that the supervising teacher recognize the extreme importance of beginning gradually, recognizing readiness, assigning increasing responsibilities as readiness is exhibited, evaluating continuously, and finally reaching the stage of full teaching responsibility before the student teaching period has ended.

Broadening Scope

The supervising teacher helps student teacher to understand his job in relation to the entire school program This is an area of concern which is easily overlooked by the supervising teacher. He himself has come to understand his job through experience and participation in the entire school program. He must remember, however, that the student teacher is new on the scene, that he has had little or no introduction to the entire program of the school, and that the following year he will go into a school without having much, if any, knowledge of its program before he begins to teach. Therefore, even though the school into which the student teacher will go the following year may be quite different from the one in which he is doing student teaching, it is important that the supervising teacher help him to gain a full understanding of his role in relation to the total program of the cooperating school. This will, undoubtedly, make it much easier for him to understand his role in his new school regardless of what its particular program may be. Several ways in which the supervising teacher may assist the student teacher in developing this understanding are:

1. By reviewing with him in a series of conferences all the aspects of the curriculum in the particular field or at the particular grade level in which the student teaching assignment is taking place. It should be remembered that, no matter when the student teacher is in the school, what he will see and experience is only a part of the entire year's program. It is extremely important for the supervising teacher to give him as much insight as possible into how the things he is doing, seeing, and experiencing fit into the total year's work within that particular class. But, of course, this is not enough. It must be recognized that even a complete understanding of what may be involved in the particular subject field or grade level is only a part of the total school's program and the student teacher, to be an effective member of the profession, must understand how his role in this particular class or grade helps to contribute to the over-all program of the school.
2. By introducing the student to other members of the staff and making it possible for him to confer with them concerning their roles and the roles of their fields or grade levels in the total program of the school.
3. By inviting the student to attend faculty meetings, evening programs, and committee meetings, so that he may gain as much insight as possible into the total operation of the school, into his role as a teacher in the school's program, into his responsibilities toward the school as a whole, and hence, into the profession.

Guided Observation

The supervising teacher helps the student teacher build teaching skills through observation of his teaching. Observation, of course, is particularly important at the beginning of the student teaching period, but it should not be assumed that it is needed only at this point. Its importance extends throughout the entire student teaching period. At the beginning of the period, the supervising teacher must do more than merely permit the student teacher to observe his teaching techniques. It is important that, from the very beginning, the supervising teacher confer with the student teacher about teaching procedures, the over-all objectives of his year's work, the specific objectives related to each lesson, and the many other aspects of the total teaching situation. It is not safe to assume that the student teacher will learn from observation without this conferring by the supervising teacher to assist him in knowing what to look for and what to infer from the things observed.

Then, after the student teacher has had some opportunity to experience the directing of learning activities himself, it is important that the supervising teacher teach again for the student teacher to observe teaching techniques after he has had an opportunity to experience active teaching himself. Many student teachers report that their observation is much more meaningful after they themselves have had the opportunity to teach than it was at the very beginning of the period before they had such opportunity. Therefore, it is extremely important that the supervising teacher recognize the value of directed observation throughout the entire student teaching period. This does not mean that the teaching roles of the supervising teacher and student teacher should operate intermittently without the student teacher knowing when he is to teach; but it does imply that the supervising teacher should, at various times, through cooperative planning with the student teacher, demonstrate certain teaching techniques from which the student teacher can benefit.

It is also desirable that the supervising teacher, or the building principal, or both, make it possible for the student teacher to observe other teachers in the building. Sometimes this type of observation is built into the student teacher's schedule, but at other times the schedule may be flexible and opportunity for observation of other teachers must be provided through the cooperative efforts of supervising teacher and building principal. The student teacher may learn a considerable amount from observing other teachers. It is usually best for this observation to take place near the end of the student teaching period after the student has already had opportunity for active teaching participation himself.

Theory in Practice

The supervising teacher assists the student teacher in recognizing theories in practice—human development, psychological principles, and so *forth*. One of the constant difficulties in teacher education is that of "bridging the gap" between theory and practice. The student teaching experience should go a long way in accomplishing this goal. However, it is not safe to assume that the relationships will be perceived automatically. It is important that the supervising teacher be able to assist the student teacher in recognizing the relationship between the theories he has studied in his pre-student teaching professional courses and their application in the classroom. It is not possible to go into detail here concerning the many aspects of human development and psychological theories that might be referred to, but the mere mention of a few of the concepts involved may help the supervising teacher in recognizing the kinds of application required.

1. Readiness for various educational tasks.
2. The relationship between maturation and readiness.
3. Physical characteristics as related to learning.
4. Social and emotional characteristics as related to learning.
5. Individual differences and their implications for the teaching-learning process.
6. Motivation and its relationship to learning.
7. Natural interests and their appeal to the learner.
8. Interest span and its relationship to the length of various kinds of learning activities.

It would undoubtedly be helpful to the student teacher to be asked by the supervising teacher to take note of various theories and principles related to human development and the psychology of learning and then look for examples of the application of these theories in the practices of the classroom. This, of course, could be an important aspect of the observation period prior to the beginning of full teaching responsibilities. Thus, the observation might become much more meaningful to the student than if he were left completely on his own. Later, when he begins more actively to assume responsibilities for teaching, he can see the importance of knowledge of these theories and their applications in the teaching-learning situation. Only through such conscious effort on the part of the supervising teacher will the student teacher be able to bridge the gap between theory and practice.

Personal Characteristics and Traits

The next group of competencies relate to personal characteristics or traits of the supervising teacher that might be emulated by the student teacher. Of course, many characteristics are linked closely to the individual personality and it is often not possible for one individual to emulate successfully another's strengths. On the other hand, there are certain traits that are probably applicable to all personalities, even though the actual manifestation of them may be different. It is important, therefore, in any program that attempts to plan for the inservice education of supervising teachers to give attention to personal characteristics and traits.

Providing a Model

The supervising teacher sets a good example for the student teacher in appearance, grooming, speech, and appropriate mannerisms. It may be safe to say that a teacher would not be selected as a supervising teacher if he did not exhibit these characteristics and, therefore, set a good example for the student teacher. Setting a good example, however, may be more than merely exhibiting desirable qualities. It may be important for him to call attention to some of these traits or characteristics, not pointing to himself as the example, but mentioning their presence in other teachers so that the student teacher may get the idea that these things are important to his success.

If a student teacher is likely to exhibit extreme divergence from the usually accepted patterns in relation to these items, a positive approach to the problem is important. It may be desirable for the supervising teacher to point out to the student teacher that many times the difference between success and failure in a teaching position hinges upon personal qualities as well as the actual teaching competence. No doubt these things have been pointed out to the student teacher prior to his appearance in the cooperating school, but it is quite likely that they will be more meaningful to him if they are made real in terms of actual cases about which the supervising teacher might know.

Finally, an appropriate model is always important, and certainly the example of a supervising teacher who exhibits good personal appearance, good grooming, good speech habits, and appropriate mannerisms will assist the student teacher in developing these himself.

Decision-making

The supervising teacher makes rational judgments, takes appropriate action, and accepts responsibility for the consequences. This is a difficult competency to analyze in specific terms. It may have different implications for teachers of different grade levels and may have more importance in certain subject areas than in others, but certainly it is a general competency towards which all supervising teachers should strive. Again, it may be said that mere exhibiting of this characteristic may not be sufficient. It may be highly desirable for the supervising teacher to point out to the student situations that require the exercise of judgment, in which the action which followed is based on the judgment made, and where the responsibility for the consequences must, therefore, be borne by the teacher.

Self-acceptance

The supervising teacher knows his own strengths and weaknesses and accepts himself as he is. The exhibiting of this competence should, of course, assist the student teacher in accepting himself, which certainly should be one of the over-all goals of the student teaching experience. It is often true that a student teacher becomes rather acutely aware of some of his own weaknesses, and that this may cause him to have feelings of inferiority and insecurity. It is quite helpful to him if the supervising teacher will point out some of his own weaknesses or limitations and indicate to the student how he has been able to compensate for them by capitalizing upon his strengths. Many times a weakness in the supervising teacher may be compensated for by a strength in the student teacher and vice versa. By talking frankly concerning strengths and weaknesses it should be possible for the student teacher to build an adequate self-concept. Working with an individual who has done this will be very helpful to the student teacher.

Professional Attitude

The supervising teacher reflects a positive professional attitude and a real liking and respect for teaching. It is important that the student teacher work in an environment in which it is apparent that the profession of teaching is held in high regard. The attitude of a supervising teacher who reflects positive professionalism and a real liking and respect for teaching is quite likely to influence the student teacher. This kind of attitude is reflected through such practices as:

1. Remaining after school to help pupils or to participate voluntarily in professional activities for self-improvement.
2. Participating in local, regional, and national meetings of professional organizations.
3. Utilizing professional journals and other sources in improving teaching techniques and general professional competence.

The liking for teaching is reflected through such practices as:

1. Real friendliness towards pupils.
2. Spending extra time in doing things that will benefit pupils or an individual pupil.
3. Discussing with colleagues practices related to teaching without resorting to non-professional gossip.

Of course it is not possible to state specifically the influence of a particular attitude upon an individual student teacher, but it seems quite likely that the supervising teacher may have a lasting influence upon the development of professional attitudes by the prospective teacher as he moves from the role of student to the role of the professional person.

Continued Growth

The supervising teacher exhibits interest in continuous self-improvement and educational advancement. This competency is closely related to the one just discussed and may involve some of the same specific qualities. Other ways in which such interest may be exhibited are:

1. By attending inservice education activities, such as extension classes, workshops, and the like.
2. By attending summer sessions or other classes for professional improvement.

It is, of course, not necessary for the supervising teacher to brag or boast about these matters but, on the other hand, it is important for him to make known to the student teacher that he is engaged in such activities. This will leave the student teacher with the understanding that teaching is a process of continuous growth and that the professional teacher is constantly concerned with his own improvement.

Interest and Enthusiasm

The supervising teacher reflects a mature personality with enthusiasm and broad interests. This is to say that it is important for a student teacher to be placed with a supervising teacher who is a complete person. Or it might be said that it is important for the student teacher to be placed with a supervising teacher who exhibits a balanced personality. Certainly the teaching profession is in need of more individuals who have enthusiasm and broad interests in all aspects of life. This not only will be reflected through success in the classroom but will help the teacher to fulfill his total role in society. It is extremely important that student teachers be exposed to the influence of supervising teachers who exhibit this characteristic. Such teachers cannot help but influence the student teacher in a positive way and place before him a picture which will result in a continuously broadening concept of the profession in the eyes of the beginning teacher.

Professional Competencies

Now let us turn our attention to the final cluster of competencies, those that are related primarily to developing broad professional and school responsibilities. It is often said by school administrators that young teachers who fail do so, not because of their lack of competency and skill in carrying out their teaching responsibilities in the classroom, but because of their failure to exercise their broader professional and school responsibilities. If this is true, it is then extremely important that attention be given to this group of competencies.

Professional Organizations

The supervising teacher is an active participant in local and state teachers organizations and is familiar with the purposes and work of the NEA. Many times staff members in schools and departments of education are criticized because they do not instill in their students enough professional zeal and enthusiasm for participation in professional organizations. It will certainly go a long way in developing this enthusiasm if the supervising teacher with whom the student works is active in local, state, and national professional organizations. The student teacher who returns from a student teaching assignment and has no knowledge of his supervising teacher's role in local, state, and national organizations has probably not experienced association with a supervising teacher who is enthusiastic about such organizations. On the other hand, the supervising teacher may be an active participant but merely fails to take the time to convey this enthusiasm to the student teacher. It may be that simply calling attention to this desired competence may be sufficient to cause the supervising teacher to exercise the competence effectively.

Professional Responsibility

The supervising teacher perceives the opportunity to work with future teachers as a professional responsibility. It is probably true that many classroom teachers, when they signed their contracts and accepted their responsibilities to teach, had no notion that they would be asked to work with a student teacher. It may have come to them as somewhat of a surprise when they were asked to fill this role. Their reaction to the request is important in the relationship that they will have with their student teachers. If they regard the opportunity to work with a student teacher either as a necessary evil or as a chance to pass part of the work load over to the student teacher, they are not viewing the responsibility in the proper light. It is hardly likely that they will be able to establish the proper working relationship with the student teacher or that the student teacher will profit to the maximum extent from working with such teachers.

On the other hand, the teacher who really does perceive the opportunity to work with a future teacher as a professional responsibility will undoubtedly accept the student teacher with enthusiasm and work with him in a fashion that will provide for his optimum development. To be unwanted as a student teacher is a frustrating experience. To be welcomed "with open arms" is a strong motivating factor and one which carries to the student teacher an attitude that helps him to engage in his tasks with enthusiasm.

Professional Service

The supervising teacher places primary emphasis upon his service to society rather than upon his personal gain. This is not to say that a supervising teacher should not be concerned with his personal gain. All good teachers should be. However, it is to say that he regards his participation in the teaching profession as primarily a service to society to the end that society may become increasingly better. Nothing is more disconcerting or discouraging to a student teacher than to have a supervising teacher degrade his profession, or indicate that he is there only because he can find nothing better to do, or merely to fill time until something better comes along. If teaching is to gain increasing status as a profession, those who are assisting in the preparation of prospective teachers must reflect a positive image of their profession. It may be difficult to recognize this competency in the selection of supervising teachers and difficult to develop it in those who do not have it, but it is certainly an important competency that must be present in all supervising teachers who continue to work with student teachers.

Professional Improvement

The supervising teacher actively participates with his colleagues in developing and enforcing standards fundamental to continuous improvement of his profession and abides by those standards in his own practice. This, like some of the other items, implies an active concern for the welfare of the profession. This concern should be manifested by activity on the part of the supervising teacher that is obvious to the student teacher—activity such as participation on professional committees, and working to produce professional literature that will help to advance the status of the profession. It also, of course, implies living by those standards in all aspects of his own professional life. These qualities will, undoubtedly, be observable by the student teacher and will help to build in him high professional standards as he prepares to enter the profession.

Professional Willingness

The supervising teacher exhibits willingness to accept out-of-class responsibilities. It goes without saying that there is more to teaching than that which occurs within the four walls of the classroom. Many beginning teachers enter the profession without adequate knowledge of what is expected by way of out-of-class responsibilities. Certainly the student teacher who has had the opportunity to work with a supervising teacher who has exhibited willingness to accept out-of-class responsibilities will have had an example which he will do well to emulate. On the other hand, if a supervising teacher accepts extra responsibilities grudgingly, complains about the administration, and is constantly concerned about the infringement on the teacher's rights, he is building within the student teacher attitudes that are likely to cause him trouble later on. Merely accepting the extra responsibilities is not enough. Accepting them willingly is the key to the successful transfer of this characteristic to the student teacher.

Professional Participation

The supervising teacher participates effectively in faculty meetings and the work of professional committees. This competency has already been alluded to in discussion of some of the others. It is merely a further manifestation of the supervising teacher's willingness, even enthusiasm, to develop broad professional interests and accept school responsibilities. If a student teacher has had the opportunity to work closely with a supervising teacher who has participated effectively in faculty meetings and has worked on professional committees, he already has a head start in one, or several, of the responsibilities that will be expected of him as a beginning teacher.

Professional Alertness

The supervising teacher is acquainted with sources of current thinking—journals, conferences, yearbooks, workshops. Certainly a student teacher deserves to be exposed to the best of current thinking. The supervising teacher who is familiar with journals, reports of conferences, yearbooks, and workshops is making a contribution to the student teacher that will be quite helpful to him. Of course, it is not always possible that the student teacher will have time for extensive study of these materials, but it is important that he see that they constitute an important aspect of the total life of the professional teacher. Therefore, it is important that the supervising teacher make it known to the student teacher that he is keeping abreast of the times through such sources.

Professional Cooperation

The supervising teacher exhibits a cooperative attitude in relations with other members of the staff. It is frequently asserted by administrators that one of the common causes of failure among teachers is their lack of cooperation with other staff members. Certainly only teachers who exhibit a cooperative attitude should be selected as supervising teachers; yet emphasis upon this competency is important in any program for the inservice education of supervising teachers. It is important because of the value of the exhibiting of a cooperative attitude to the student teacher. It is probably true that the student teacher has already formed many attitudes and that if he does not see the importance of working with others, he will not attain such an attitude solely by contact with the supervising teacher. On the other hand, it is possible that he may realize the desirability of cooperation by seeing its effect in the life of his supervising teacher.

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Any teacher who exhibited all of the competencies described here should probably be put in a glass case and preserved for posterity. No student teacher could be expected to endure such perfection. On the other hand, no supervising teacher who is not continuously striving to increase his competencies in areas such as these is worthy of the privilege of helping to induct a new member into the profession. It is to assist such teachers in improving their competencies and in becoming more effective guides for student teachers that programs for the inservice education of the supervising teacher have been developed.

CHAPTER III

Facilitating Inservice Education

It is the purpose of this portion of the yearbook to identify and describe the means or vehicles through which the inservice education of the supervising teacher can be facilitated. Attention is given to efforts which may be put forth by the teacher education institution, the local school system, and the supervising teacher himself to increase the effectiveness of the supervising teacher as he works toward the goal of increasing the competency of the student teacher.

College or University Courses

For purposes of this discussion of the inservice education of the supervising teacher a distinction will be made between courses and workshops, although it is recognized that a course in one institution may be known as a workshop in another. There are usually several points of difference. Content of a course is more likely to be planned in advance and teaching-learning procedures more firmly structured in a course than in a workshop. Content of a workshop is more frequently determined by needs and problems of participants. A course usually continues for a college term, semester, or year, and thus is of longer duration than a workshop. There is a tendency to offer college credit for courses more frequently than for workshops.

A survey of teacher education institutions accredited by The National Council for Accreditation of Teacher Education revealed the following pertinent information about courses for supervising teachers:

1. Courses are offered much more frequently than workshops.
2. All but one of the institutions reporting granted credit for course offerings.
3. Completion of a course is not usually a requirement for serving as a supervising teacher. One state (Georgia) has established a series of three courses that are required for certification as a supervising teacher.
4. It is not common practice to offer a course tuition-free.
5. Some institutions which do not offer a course plan to do so soon.[1]

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[1] News item in *AST Newsletter,* 51:15-20, Fall, 1962.

Some respondents in the above study suggested that a course dealing with the principles and techniques of supervising student teachers should be a prerequisite for serving as a supervising teacher. Others considered this a difficult and impractical proposal.

Workshops or Seminars

Workshops and seminars are commonly organized to meet needs of persons who are working with student teachers, though individuals who have not had experience in working with student teachers frequently enroll as a means of preparing themselves to assume such responsibilities. This kind of opportunity is most commonly provided by a teacher education institution. However, the seminar or workshop may be offered cooperatively by two or more institutions, by a local school system, or by an organization such as the Association for Student Teaching or another professional organization. They may be designed to draw from a local, state, regional, or national level. In the survey mentioned in the preceding section it was found that approximately 15 per cent of the reporting institutions offered a workshop for supervising teachers, and a number of others planned to do so in the future. Approximately half of those conducting workshops granted credit for them.

Those participating in the survey made comments about when workshops might be organized for supervising teachers. It was suggested they could be provided prior to the beginning of the period of work with a student teacher, annually for all individuals involved in the program, in the summer, and just prior to the beginning of the school term.

Supervisory Conferences

Conferences are widely used in teacher education as a means of providing helpful guidance for the prospective teacher. They are a valuable means of communciation between supervising teachers and personnel connected with the teacher education institution. When good rapport is established and there is a genuine feeling of joint responsibility for the education of teachers on the part of the local school and the teacher education institution, conferences can contribute much to the effectiveness of the supervising teacher. Consideration will be given here to two types of conferences—the individual conference and the group conference.

Individual Conferences

The college supervisor is the college representative who makes frequent visits to the local school in which student teachers are assigned. In addition to his individual conferences with the student teacher and three-way conferences which include the supervising teacher, there are also opportunities for two-way conferences between the supervising teacher and the college representative. When other conditions are right and each has made careful preparation in advance, this conference can become a valuable means of inservice education for the supervising teacher. One of these important conditions is that of mutual respect for the other person. Preparation on the part of the college supervisor should include such items as anticipation of individual needs and problems of the supervising teacher, an outline of responsibilities of the supervising teacher, kinds of assistance available from the college supervisor and from the college, and perhaps a list of questions which the college supervisor needs to have answered by the supervising teacher. The supervising teacher might prepare for the conference by considering the responsibilities expected by the college, sources of help from the college supervisor and the college, background of preparation of student teachers, and perhaps items of information about the local school. Obviously the specific preparation needed will vary with each situation. For example, the kind of preparation needed will be influenced by the time it occurs in the student teaching sequence—whether before the student teacher arrives and actual supervision begins, during the student teaching period, or as an evaluative conference after student teaching has ended. Of course, it should not be assumed that the supervising teacher can obtain assistance toward inservice growth only through the two-way conference. Each conference can be a means of inservice growth regardless of the number of other persons involved.

An additional point which is indirectly related to the inservice education of the supervising teacher is worthy of mention. The college supervisor as he visits schools has an opportunity to come in contact with prospective supervising teachers. On such occasions he can, in an informal manner or through scheduled conferences, provide such individuals with information about the work of a supervising teacher. Although this is preservice rather than inservice education for the supervising teacher, it can be a valuable means of adding strength to the future student teaching program.

Group Conferences

Teacher education institutions have made extensive use of group conferences as a means of inservice education of supervising teachers. That such conferences are well attended seems to indicate that supervising teachers and administrators in local schools consider them helpful. There are two broad types of such conferences. One is the general conference organized for large groups held on the campus or for smaller groups held off-campus. A second broad category is the conference for special groups or special purposes. This latter category includes subject-centered groups, grade-level groups, special-methods groups, social meetings, and other types of group meetings for supervising teachers.

On-campus Conferences. It is common practice for a teacher education institution to invite supervising teachers to the campus to help them become acquainted with the student teaching program and to consider problems they have met. In some instances it is a major objective of the conference to help supervising teachers obtain an understanding of the total teacher education program of the institution. Conferences are frequently planned by the director of student teaching and college supervisors. In some instances a committee made up of local school supervising teachers and college personnel assumes this responsibility. In one institution a student teaching council composed of college supervisors, teachers of professional courses, supervising teachers, and school principals plans the conferences for supervising teachers.

Some institutions schedule the large group conference on campus at stated intervals while others hold them on an unscheduled basis. Regularly scheduled conferences are held at such times as the beginning of the year, semester, or term. One teacher education institution holds an annual conference in March, another institution schedules a similar conference in April, and still another during the early part of May.

In most instances the supervising teacher pays his own expenses to the large group conference held on campus. In some situations a lunch or dinner is served without charge to the conference participant. A few institutions reimburse the supervising teacher for his travel expense to the conference.

As might be expected, the kinds of programs arranged for large group conferences vary greatly depending upon purposes to be achieved in specific institutions. The central purpose, however, is usually to help supervising teachers in the solution of problems which are common to most of them. There are often other goals to be achieved such as opportunities to meet other supervising teachers informally and to meet and confer with college or university faculty members. The following items selected from programs of conferences of three teacher education institutions indicate how some institutions attempt to facilitate the inservice education of supervising teachers through the large group conference:

Coffee hour providing opportunities for socialization.
Display of references and materials, including AST materials, for the supervising teacher.
Welcome from an adminstrative official of the college or university.
Address by a well-informed speaker on a topic of interest to supervising teachers.
Luncheon or dinner meeting with opportunities for informal communication.
Panel or symposium dealing with problems and issues related to the work of supervising teachers.

Discussion groups for consideration of appropriate topics.
Opportunity to view films, filmstrips, and to hear tape recordings related to the work of student teachers and/or supervising teachers (Optional).
Opportunity to tour teaching materials center (Optional).
Opportunity to visit and observe in the laboratory school.

Off-campus Conferences. Many teacher education institutions hold conferences of a general nature off campus where a small group of supervising teachers meet together. The college supervisor or college coordinator is the person who commonly schedules the conference and assumes general responsibility for conducting it. The group is usually concerned with current problems or with ways of improving the guidance of student teachers. It may be made up of supervising teachers from a single school system or student teaching center or those from neighboring systems or centers.

Special Conferences. There are other types of group conferences than those so far mentioned which are helpful to the supervising teacher. Four will be mentioned briefly in the following sections, though the list could be extended if all possibilities were to be considered. Groups of the kind mentioned here frequently meet either on campus or off campus as circumstances require.

Supervising teachers working in a subject area such as social studies, English, or science sometimes meet together to discuss common problems and consider ways of increasing their effectiveness in working with student teachers. In some teacher education institutions the college supervisor is a departmental specialist and all meetings with supervising teachers are on a subject basis. In other situations, where the college supervisor is a generalist, he may arrange occasional meetings of this nature. Such meetings are most common on the secondary level though at times they include both elementary and secondary supervising teachers. The practice of utilizing the services of a college or university subject matter specialist is followed by some institutions; in some instances this individual is the college supervisor.

Elementary and secondary supervising teachers also meet as grade-level groups, sometimes together and at other times separately. This practice is more common at the elementary level than for secondary supervising teachers.

There are differences of opinion on the part of teacher educators about the merits of subject-centered or grade-level group meetings. It would appear that if the student teacher is adequately prepared in his area of specialization so that the supervising teacher needs little assistance from the college in helping the student teacher meet deficiencies in his area, subject-centered or grade-level group meetings might be limited in number. This makes it possible for supervising teachers and the college supervisor to concentrate on ways of helping the student teacher develop techniques and procedures which will aid him in becoming a competent professional teacher.

A conference in which individuals who have completed student teaching and a year of teaching meet with their former supervising teacher is arranged at some institutions. Individuals who have participated in a meeting of this kind consider it a valuable means of helping supervising teachers increase their effectiveness. The program for a conference of this kind usually includes a general meeting for both supervising teachers and recent graduates and also opportunity for the supervising teacher to meet in a two-way conference with his former student teacher. Inservice growth of the supervising teacher is facilitated by obtaining the opinion of the beginning teacher about experiences as a student teacher which proved helpful in his teaching.

In the education of teachers as in any other enterprise where people work together, good working relationships contribute to a good program. This fact is recognized by most teacher education institutions. Some colleges arrange functions such as receptions, teas, luncheons, or dinners in which socialization is the chief purpose of the occasion. Others combine opportunities for socialization with gatherings at which professionalization is the major purpose.

Printed Materials

Printed materials constitute one of the most widely used vehicles for encouraging the inservice growth of supervising teachers. It would be difficult to describe adequately all that is being done or might be done to use these important communication media. In the sections which follow, some of the printed materials available will be mentioned and their possible uses noted.

Handbook for Supervising Teachers

The handbook is the publication most commonly used to help the supervising teacher increase his effectiveness in working with student teachers. Some institutions combine in a single handbook information to be used by both the student teacher and the supervising teacher. Others prepare separate handbooks for each group. Still others do not publish a handbook for supervising teachers but rely on conferences, verbal communication between college personnel and the supervising teacher, or on bulletins and form letters dealing with specific topics. In some instances the same handbook is used by both elementary and secondary supervising teachers while in others there are separate publications. It is customary for handbooks to be provided without charge to the supervising teacher.

Information frequently contained in a handbook for supervising teachers includes the following:

1. Description and functioning of the student teaching program and its relationship to the over-all program of teacher education in the institution.
2. Suggestions for the supervising teacher to aid him in—
   - A. Understanding his role in working with local school and college or university personnel in the preparation of teachers.
   - B. Understanding how to assist the student teacher to—
     1. Get started in student teaching.
     2. Make plans.
     3. Observe the teaching of others.
     4. Participate in classroom activities.
     5. Engage in cooperative teaching.
     6. Assume responsibility for the total classroom group.
     7. Guide the development of desirable pupil behavior.
     8. Evaluate pupil progress.
     9. Work in the total school program.
     10. Participate in community activities.
     11. Acquire ethical behavior.
     12. Understand and participate in professional organizations for teachers.
     13. Plan for full responsibility as a certificated teacher.
   - C. Using techniques and procedures which will help the student teacher develop into an effective teacher such as—
     1. Conferences.
     2. Evaluation techniques including emphasis on self-evaluation by the student teacher.

An extensive exhibit of handbooks in use at various teacher education institutions is displayed at the annual conference of the Association for Student Teaching held at Chicago in February each year. A collection of handbooks is on file in the office of the executive secretary of this organization and the national office can provide information about how they may be obtained.

Printed Materials

The individual who assumes responsibility for guiding the professional growth of the student teacher needs to utilize every opportunity that his time and energy will permit to equip himself for accomplishing this goal. There is a steadily increasing quantity of printed material designed to aid the supervising teacher which frequently is not full utilized.

Those individuals who have been directing student teachers and student teaching programs for a period of years have observed a significant change in the help that can be obtained from suitable publications. Publishers have discovered that the growing numbers of individuals enrolled in student teaching, the increased use of off-campus schools, and the involvement of large numbers of local school personnel have called for professional books to meet these needs. Within the last two decades the list of professional publications designed for the specific purpose of aiding the student teacher and supervising teacher has grown from almost nothing until it has become extensive. The supervising teacher who is interested in increasing his competency in working with student teachers will find commercially produced books available to aid him if he will expend the time and effort to use them. He will find it helpful to read several of the best books written for the student teacher, and especially those written specifically for the supervising teacher.

AST Publications. The supervising teacher will find the publications of the Association for Student Teaching to be among the most helpful resources in facilitating his inservice growth. The publications of this organization may be classified under five categories: bulletins in the regular bulletin series, research bulletins, yearbooks, newsletters, and miscellaneous publications at irregular intervals.

The bulletin series was inaugurated for the specific purpose of assisting the supervising teacher as he works with student teachers, and approximately half of the bulletins published to date are written directly to the supervising teacher. The remaining bulletins will be directly or indirectly helpful to him. They have purposely been kept short, for the most part deal with a single aspect of teacher education, and are highly usable.

Research bulletins, as the name indicates, are designed to keep the reader up-to-date on research in teacher education. Although they have not been prepared specifically for the supervising teacher, he will find them helpful in obtaining a better understanding of the total enterprise of which he is a part.

The 1959 Yearbook, *The Supervising Teacher,* and those in which the term "Student Teacher" or "Student Teaching" appears in the title have been found to be especially helpful to supervising teachers. Many of the other yearbooks should be helpful to him. One of the very useful features of each yearbook is the excellent annotated bibliography which appears at the end of the volume. It mentions books and articles relating to supervised teaching and teacher education in general which have been published since the previous yearbook appeared.

The *AST Newsletter,* which is published in bulletin form and is from ten to twenty pages in length, keeps the reader informed about current developments in the field of professional laboratory experiences. It is published three times during the school year.

In addition to the four publications mentioned, the supervising teacher who is affiliated with the Association for Student Teaching receives a variety of releases dealing with specific topics of current interest to those who work with prospective teachers. These usually consist of material that is of immediate concern or perhaps is too lengthy to be included in the newsletter.

Institution-produced materials. Teacher education institutions use other types of printed or duplicated materials in addition to those mentioned in the previous sections. In the paragraphs which follow some of them will be discussed briefly.

In a few instances the teacher education institution has prepared a book for the use of the supervising teacher which serves to inform him about the program and aid him in growing on the job. Books of this kind may supply information that would not ordinarily be included in the student teaching handbook, or they may include the usual handbook content in addition to information helpful to those involved in the student teaching program. Illustrative of the latter type of publication is one produced by Michigan State University.[2]

Supervising teachers indicate that bulletins from the teacher education institution are helpful to them. They not only keep the supervising teacher informed about the details of administering the student teaching program but provide suggestions for effective procedures in working with student teachers.

One institution follows the practice of mailing four bulletins relating to the work of the supervising teacher for the period during which a student teacher is assigned to him. The first is received toward the end of the semester prior to the one in which student teaching is done. The others are received at the beginning, middle, and end of the student teaching period. The first bulletin expresses appreciation for acceptance of a student teacher, and includes chronological details of the assignment period. It also mentions that a student teaching handbook is being mailed to the supervising teacher. With this first bulletin is enclosed a student teaching application blank, a personal information form, and a photograph provided by the student teacher. A copy of an informative letter sent the student teacher is also included. The second bulletin provides brief information to aid the supervising teacher in inducting the student teacher, includes suggestions for periodic evaluations and for conducting individual conferences, and calls attention to forthcoming group conferences for supervising teachers. The third bulletin, sent near the middle of the assignment period, includes pertinent current information and mentions developments in the seminar conducted on the campus for student teachers by college supervisors. The fourth bulletin, sent several weeks prior to the end of the student teaching period, includes the final evaluation form and suggestions for its use. This bulletin also contains current information, end-of-the-period suggestions, and a note of thanks for the contribution made by the supervising teacher to the teacher education program.

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[2] William V. Hicks and Clare C. Walker, *Full-Time Student Teaching.* East Lansing, Michigan: Michigan State University Press. 1957.

Other institutions send bulletins at various times on a regular or unscheduled basis.

Reprints of magazine articles are sometimes obtained in quantity and distributed to supervising teachers. Abstracts of books, addresses, and conferences may also be made available to them. As a means of coordinating instruction in professional courses on campus and laboratory experiences in the field, course syllabi in general or special methods courses are sometimes made available to supervising teachers.

Making materials available. There are numerous procedures for making professional materials available to supervising teachers and encouraging their use. Most teacher education institutions encourage those who can do so to use the college library and the materials housed in it. It is common practice for the institution to include in a teaching materials' center or other appropriate place, publications and materials for the specific use of supervising teachers. This may be in connection with, or separate from, materials for the use of student teachers. Included in a list of printed materials which might be housed in this manner are the following:

Bulletins, research bulletins, yearbooks, and newsletters published by the Association for Student Teaching.
Other publications primarily for the supervising teacher.
Publications primarily for the student teacher.
A collection of handbooks for the use of student teachers and supervising teachers.
Professional magazines which commonly include articles on supervised teaching.
Syllabi of general and special methods courses.
Reprints or abstracts of materials appropriate for the use of supervising teachers.
A complete file of bulletins which have been prepared by the college for supervising teachers.
Copies of conference programs for supervising teachers and written summaries of all conferences.

As a means of helping supervising teachers become informed about the availability and use of printed and other materials available to them in the library, one institution devoted a part of the time allotted for a group conference to a tour of the teaching-materials center. Some institutions provide each supervising teacher with a courtesy card which includes the privilege of using the library and other college facilities. It permits the holder to use facilities without being questioned and without the payment of a library fee. Some of these institutions provide the new supervising teacher with a list of helpful publications as a part of his induction.

Institutions which follow a policy of assigning student teachers to off-campus centers frequently house many of the materials mentioned above in those centers so that they may be more readily available to supervising teachers. This is usually supplementary to the larger and more complete collection of materials available on the campus.

Another procedure for making professional materials available, employed by some institutions, is that of circulating them among off-campus supervising teachers. In some institutions this is done by mail and in others the materials are circulated by the college supervisor as he visits the various schools and supervising teachers.

Professional Organizations

Professional organizations can exercise a very important role in facilitating the inservice education of the supervising teacher. The recent increase in the number of local school systems and teachers who cooperate with teacher education institutions in the teacher education program has been recognized by the organized teaching profession. Increasingly local school administrators, supervisors in schools, and classroom teachers accept the viewpoint that the selection, preparation, and inservice education of teachers is a joint responsibility of local school personnel and the teacher education institution. A number of teachers' organizations have recognized in various ways their responsibility for assisting in the the various schools and supervising teachers.

The Association for Student Teaching

The Association for Student Teaching has always held the view that the supervising teacher fills a crucial role in the education of teachers. It has recognized a responsibility for helping the supervising teacher develop competency in working with student teachers. This position is clearly stated in a brochure of the organization distributed each year. One of the purposes stated in this publication is:

> To work for appropriate recognition, professional status, and salary for supervising teachers with adequate professional preparation in teacher education.

The Association for Student Teaching has sought to encourage the inservice education of the supervising teacher in a number of ways including publications, conferences, workshops, committees and commissions, and through the functioning of state and district units.

Publications. The publications of the Association for Student Teaching including the five categories—bulletins in the regular bulletin series, research bulletins, yearbooks, a newsletter, and miscellaneous publications—were discussed in a previous section.

Conferences. The Association for Student Teaching provides opportunities for inservice growth of supervising teachers through conferences. The national conference is held in Chicago each year during the month of February. The supervising teacher who attends benefits from hearing recognized authorities in the field of teacher education, from participating in group discussions, and from knowledge obtained about the program, publications, and services of the organization. In each conference a part of the program is designed with the supervising teacher in mind, and in some instances this conference is organized for the single purpose of contributing to the growth of the supervising teacher. Various procedures are employed by teacher education institutions and schools to encourage supervising teachers to attend conferences sponsored by the Association for Student Teaching and other agencies. Frequently the student teacher assumes the teaching responsibilities of the supervising teacher. In other instances a substitute teacher is employed. Assuming full responsibility can become a good learning experience for the prospective teacher. In some instances the supervising teacher is reimbursed for travel and living expenses incurred through attendance at conferences. The supervising teacher who is unable to attend has an opportunity to benefit indirectly by oral reports of the conference brought to him by a fellow teacher, a representative from his institution who attended, or through written reports made available through the *AST Newsletter* or published articles or reports.

Conferences sponsored by state or regional units of the Association for Student Teaching offer opportunities for inservice growth which are brought closer to many supervising teachers than those provided at the national meeting. They provide a wide variety of helpful experiences for supervising teachers. This is evidenced by a brief listing of the major events appearing on state meeting programs as reported in a recent issue of an *AST Newsletter.*

Address—*Research in the Classroom*
Discussion—*The Block Semester—Advantages and Problems*
Address—*Teachers for Metropolis*
Panel—*Let's Be Practical with Our Student Teachers*

Panel—*Teaching in a Culturally Deprived Situation—How Can We Guide Our Student Teachers?*

Address—*Challenges in Teacher Education*

Discussion—*Moving Forward in Student Teaching*

Consideration of—*A Guide for the Improvement of Student Teaching Programs*

Discussion—*NCATE As It Affects Reciprocity in Certification*

Address and Discussion—*Recruitment, Selection, and Retention of Student Teachers*[3]

Workshops. The Association for Student Teaching workshops have served for many years as an important inservice education vehicle for the growth of the supervising teacher. One supervising teacher who has been outstandingly successful in guiding prospective teachers and who undoubtedly expresses the thinking of many others has stated:

> It was while attending my first AST workshop some years ago and meeting with capable and devoted professional persons interested in helping prepare competent prospective teachers that I first realized fully the tremendous challenge and genuine satisfaction that can result from working with student teachers.

The individual who attends one of these workshops will discover that his ability to work in a teacher education program has been increased as the result of a balanced program including general sessions, discussion-group sessions, and informal activities. The possibilities for inservice growth are illustrated by a brief listing of the topics considered at the general sessions of a recent workshop.

Theme: *Implications of Current Learning Theory for Professional Laboratory Experiences*

First Session
  Overview of Conference
  Address—*Some Aspects of Learning—General Considerations, Instructional Terminology, Ways of Knowing*

Second Session
  Questions from study groups dealing with above topic

Third Session
  Address—*Some Practical Problems Related to Professional Laboratory Experiences*
    How can effectively integrated programs be worked into collegiate schedules?

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[3] From *AST Newsletter*, 52:46-49, Spring, 1963.

    How can actual experiences in the field be integrated with theoretical courses on campus?
    How can classroom supervisors and college supervisors help effect transfer?

Fourth Session
  Panel Discussion—Speaker at previous session and study group leaders
Fifth Session
  Address—*The Meaning of Wholeness*
    Our two selves—physical and psychological
    Our needs to develop open selves
    How open selves are produced
Sixth Session
  Questions from study groups dealing with above topic
Seventh Session
  Address—*Implications of Recent Research and Experimentation for Student Teaching*
    Purpose and function of student teaching
    Ways of working with young people who are learning to teach
    Implications of recent research in psychology and teaching
Eighth Session
  Address—Continuation of above topic.
Ninth Session
  Questions and comments from workshop participants[4]

Workshops are located in various parts of the country for the convenience of supervising teachers and others who may wish to enroll in them.

Clinics. A brochure announcing the *First Regional Student Teaching Clinic,* which was held at the University of Kentucky in 1958 contained the following statement:

> The central idea of a clinic is to provide an opportunity for a group of individuals to examine, somewhat intently and with reasonable detail, an on-going program. When this is followed by organized analysis, criticism, and recommendations, a process of growth is stimulated in the persons involved. All are oriented to one program, set of values, and pattern of problems. In their discussions, they are using a common referent. A conference or workshop does not provide this common base.[5]

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[4] *Summer Workshop Program,* The Association for Student Teaching, University of Tennessee, 1963.

[5] From brochure of *First Regional Student Teaching Clinic,* University of Kentucky, 1958.

In the clinic mentioned above, the University of Kentucky student teaching program was examined. Other clinics have functioned in a similar manner. Supervising teachers have attended each clinic and have found participation a helpful experience. Attendance by institutional representatives, who have returned with ideas for improving institutional programs, has been helpful to those not in attendance. Published reports of clinic findings have served as still another means of inservice education. In the opinion of those who have observed the functioning of a student teaching clinic they are considered a means of accomplishing several purposes including the inservice education of supervising teachers.

Committees and commissions. Much of the work of the Association for Student Teaching, both as it relates to its general program and to the inservice education of the supervising teacher, is carried on through committees and commissions. The membership of these committees and commissions includes supervising teachers and, through direct involvement in their work, the members have many opportunities for extended professional growth. Brief mention will be made of the functions of each committee and commission.

Three of the committees (*Bulletins, Research and Yearbooks*) are, as their names indicate, specifically concerned with the publications of the Association. They solicit and approve manuscripts, suggest areas of concern and collect pertinent materials. In the hands of these three committees lies the responsibility for determining policy and recommending action on publications relating to research, to various aspects of the field of student teaching reported in the bulletins and to the themes and general focus of the annual yearbooks. These publications have been described in the section of this chapter dealing with printed materials available to the supervising teacher.

Another group of committees are organizational in nature and have to do with membership, nominations and public relations. Service on these committees and on those relating to the meetings sponsored by the Association (*Workshops, Conferences, and Clinics*) can be very helpful in giving the supervising teacher a broad view of organizational activities and in providing opportunities for participation in policy decisions of major importance.

One committee and four commissions engage in activities related to the program of the Association. The first of these, the *Committee on Standards in Professional Laboratory Experiences,* shows considerable promise of contributing to the effectiveness of teacher education programs including assistance in the continuing growth of the supervising teacher. One of the projects of this committee involved the establishment of *Criteria for Developing Programs of Professional Laboratory Experi-*

ences in Teacher Education.[6] Knowledge of several of these criteria will aid the supervising teacher in his efforts to increase his effectiveness.

A related proposal, prepared by the chairman of this committee, is of interest because, if the recommendations should be enacted, teacher education in general and the conditions under which supervising teachers work in particular would be influenced considerably. The proposals for state and federal support for student teaching include recommendations for financial support which would make possible, both directly and indirectly, funds, facilities, and procedures for a more adequate program of inservice education of supervising teachers.[7]

Of the four commissions engaged in development of various aspects of the program of the Association, one of particular interest is the *Commission on the Inservice Education of the Supervising Teacher* which is charged with the responsibility of facilitating the growth of the teacher of children or youth who also works with the student teacher. It has completed and reported a study of procedures used to improve the competency of supervising teachers in teacher education institutions approved by the National Council for Accreditation of Teacher Education. In cooperation with the *Yearbook Committee,* it prepared the present yearbook. In cooperation with the *Clinics Committee,* it is sponsoring a clinic on student teaching to be held at the University of Florida in the spring of 1967. It is working with other individuals and agencies to obtain funds which are needed to provide adequate programs of inservice education for supervising teachers.

A *Commission on Standards for Supervising Teachers and College Supervisors* has been hard at work for several years in preparing a statement of standards for the selection and work of the supervising teacher. The statement was based on a comprehensive study of professional literature and a nationwide survey of practices in representative teacher education institutions. In September 1965, the report of this commission was published by the Association as a position paper in the field[8] and the members of the Commission began work on a similar statement of standards with regard to the qualifications, selection, and work load of the college supervisor.

A number of notable research studies have been made in recent years which have sought to identify traits, characteristics, qualities, and procedures which appear to be associated with good teaching.[9] The *Commission on Implications for Student Teaching of Recent Research on Teaching Skills* is concerned with studying the findings of this research and in utilizing them in working with student teachers. The supervising teacher who is desirous of helping the student teacher in becoming the most capable teacher possible should find it extremely profitable to use the findings of this commission.

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[6] Committee on Standards in Professional Laboratory Experiences, "Criteria for Developing Programs in Professional Laboratory Experiences in Teacher Education" (Cedar Falls, Iowa: Association for Student Teaching). (Mimeographed.)

[7] L. O. Andrews, "State and Federal Aid for Student Teaching—Now?" *The Journal of Teacher Education,* 15:2, 165-175, June, 1964.

[8] Commission on Standards for Supervising Teachers and College Supervisors, "The Supervising Teacher: A Position Paper" (Cedar Falls, Iowa: Association for Student Teaching). (Mimeographed.)

The fourth commission, very recently established, is making a comprehensive study of the purposes, conditions and contributions of internship programs in teacher education. The *Commission on Internships* will cooperate with a writing committee in producing the 1967 yearbook of the Association for Student Teaching.

Other Organizations

A number of organizations other than the Association for Student Teaching are concerned with the education of teachers and, directly or indirectly, encourage the inservice education of the supervising teacher.

The American Association of Colleges for Teacher Education, alone and in cooperation with other organizations, including the Association for Student Teaching, has sponsored numerous ventures which have contributed to the increased competency of the supervising teacher, including conferences, workshops, and a variety of publications. Among the notable contributions to improved teacher education made through the efforts of the American Association of Colleges for Teacher Education in consultation with the Association for Student Teaching is the development of criteria for the evaluation of professional laboratory experiences as set forth in the standards of the National Council for Accreditation of Teacher Education. The application of these standards has involved a large number of supervising teachers and in so doing has increased their knowledge of teacher education programs and practices and their effectiveness in working with student teachers.

The National Commission on Teacher Education and Professional Standards has taken the initiative in developing programs and procedures for the preservice and inservice education of teachers, including supervising teachers. This has been done through various means such as national, state, and local conferences, specialized publications, and a widely circulated newssheet. In a number of instances state meetings have been held for the specific purpose of helping supervising teachers understand and meet their responsibilities in working with student teachers. The widely circulated publication, *New Horizons for the Teaching*

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[9] For discussion of pertinent research studies, see *The Journal of Teacher Education*, 14:3, September, 1963.

Profession,[10] has made a significant contribution to the improvement of the preservice and inservice education of teachers, including supervising teachers. Another significant and recent publication of the National Commission on Teacher Education and Professional Standards recognizes the importance of continuing preparation of the supervising teacher in the following statement:

> Each student needs a substantial period of student teaching, with skilled supervision by both school and college personnel in a program cooperatively planned and conducted by the schools and colleges. Supervising teachers should be the most capable teachers in a school, they should be specifically prepared for their supervisory work, given a reduced load, and compensated beyond their regular salary.[11]

The Association for Supervision and Curriculum Development has for years shown an interest in the improvement of teacher education programs and in fostering the inservice growth of teachers at all levels of the educational system. It has been concerned about the inservice growth of supervising teachers. The annual national conference usually includes provision for discussion groups for supervisors of student teachers. The magazine published by this organization, *Educational Leadership,* includes articles for those who work with student teachers. Other publications, including the yearbook, contain information helpful to supervising teachers. Its Commission on Teacher Education "explores and makes recommendations with regard to ASCD's role in teacher education, and appropriate ways for working with other groups interested in teacher education."[12]

Numerous other professional organizations make either direct or indirect efforts to encourage the inservice growth of the supervising teacher. This is done in a variety of ways including meetings, workshops, and publications. Here would be included, to mention only a few, such groups as elementary principals, secondary principals, and school superintendents.

The Laboratory School

The function of the college-controlled laboratory school has changed from that of former years. Some years ago administrators in many teacher education institutions thought of the laboratory school as providing opportunities for observation, participation, and student teaching for students preparing to become teachers. This is perhaps an oversimplified statement of purposes because some laboratory schools have served other purposes such as research or as demonstration centers for improved practices and procedures. Nevertheless, to the extent that purposes were defined, laboratory schools of the past were established primarily to accomplish the three objectives stated above for a relatively small number of prospective teachers.

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[10] Margaret Lindsey (Editor), *New Horizons for the Teaching Profession.* Washington, D.C.: National Commission on Teacher Education and Professional Standards, 1961.

[11] National Commission on Teacher Education and Professional Standards, *A Position Paper on Teacher Education and Professional Standards.* Washington, D.C.: The Commission. 1963, p. 13.

[12] Association for Supervision and Curriculum Development, *Conference Program, 1963,* p. 45.

As our population has increased and the demand for teachers has grown, the number of students preparing to teach has grown to a point where it is impossible to accommodate them in laboratory schools. The changing concept of a desirable student teaching experience has also been a factor in the declining use of the campus laboratory school for student teaching. The emphasis now placed upon such factors as full-time student teaching, a lifelike situation, and but one student teacher to a classroom has contributed to this trend. As a result of these and other developments most student teaching is now done in off-campus schools.

How can the college-controlled laboratory school contribute to the inservice education of the supervising teacher in the present situation where most student teaching is done away from the campus? The answer to this question will depend on a number of factors including the following:

The viewpoint of college administrators.
The viewpoint of laboratory school administrators.
The availability of funds.
The degree of interest of laboratory school staff members in improving the competency of supervising teachers.
The degree to which adjustments can be made in the load of laboratory school staff members in order to make inservice activities possible.
The extent to which close cooperation exists between laboratory school staff and other members of the college faculty, especially those directly involved in administering and supervising the student teaching program.
The degree to which a cooperative attitude exists or can be developed between college and local school personnel.

Suggested Services

When favorable conditions are present or can be developed, there is much that those affiliated with a college-controlled laboratory school can do in facilitating the inservice growth of cooperating teachers. Some services are mentioned here.

Provide opportunities for supervising teachers to observe instruction. A good supervising teacher is first of all a good teacher of pupils. Teachers in local schools are often encouraged by school officials to observe the teaching of others as a means of improving their teaching skill. Staff members in a laboratory school are accustomed to teaching for observers and interpreting what has been taught. They are also in a position to be informed about new and sound developments in teaching techniques and procedures. The supervising teacher who observes the teaching of a laboratory school staff member can be in a position to help a student teacher improve his teaching and develop attitudes favorable to soliciting help from others.

There is also value for the laboratory school teacher in an arrangement of this kind. Meeting and conferring with local school teachers helps him to keep in touch with progress and problems in off-campus schools.

Provide opportunities for supervising teachers to observe another supervising teacher at work in the classroom with a student teacher. Some teacher education institutions which operate a laboratory school continue the practice of assigning a student teacher to a small proportion of laboratory school teachers. Those which do not follow this practice and are interested in providing assistance to supervising teachers might consider it as a helpful service to them. Supervising teachers, especially those working with a student teacher for the first time, find it helpful to observe ways another experienced teacher assists a student teacher. They appreciate this help and learn much about how help can be given in such ways as the following:

Make observation meaningful.
Involve a student teacher in the life and work of the classroom in the early days of the assignment with mutual benefit to pupils, student teacher, and supervising teacher.
Help a student teacher obtain quickly as much information as possible about each pupil.
Help a student teacher work with groups of pupils.
Engage in cooperative teaching.
Employ self-evaluation.
Participate in a student teacher-supervising teacher conference.

Prepare brief publications designed to help supervising teachers in the guidance of student teachers. Written suggestions prepared by successful supervising teachers presenting pertinent information on topics such as those listed above can aid the supervising teacher in his work with a student teacher. They are especially helpful where no handbook is provided for the supervising teacher. In a situation of this kind a usable handbook might be developed by the accumulation of a series of these publications. If a handbook has been provided each supervising teacher, they could serve as a handbook supplement.

Make laboratory school library facilities available to supervising teachers. In some institutions the laboratory school library contains a large collection of professional publications designed especially for those who work with student teachers. These often contain publications primarily for the supervising teacher, those primarily for the student teacher, and a collection of student teaching handbooks. These might be made available to supervising teachers on a loan basis.

Prepare audio-visual aids designed to help the supervising teacher work with a student teacher. The supervising teacher who has directed the work of student teachers over an extended period of time and is always on the alert for effective ways of aiding student teachers may not be aware of the help needed by the teacher working with his first student teacher, by the individual who is assigned a student teacher at irregular intervals, or even the capable off-campus supervising teacher who is not privileged to work closely and continuously with teacher education personnel. The laboratory school faculty can share their knowledge and experience with fellow supervising teachers by making a record or picture of much that they do with student teachers and making them available to others. In doing so they will also be evaluating and improving their own procedures.

Illustrations of ways a laboratory school faculty might provide assistance of this kind might include the following:

1. A tape recording of a student teacher-supervising teacher conference.
2. A filmstrip and synchronized recording showing how a student teacher and supervising teacher engage in cooperative teaching.
3. A sound film showing some of the crucial steps in inducting the student teacher into the life of the classroom and local school.

Provide resource personnel for conferences and workshops. Laboratory school faculty members who have had considerable experience in directing the observation, participation, and student teaching experiences of prospective teachers in a laboratory school situation can contribute much to conferences and workshops for supervising teachers. Funds and personnel should be available for the use of college and laboratory school administrators so that individuals who are called upon to serve as resource people can be freed of some of their regular responsibilities.

Provide resource personnel to work with supervising teachers in cooperating schools. On most laboratory school faculties there are individuals who are experienced in working successfully with student teachers and skillful in helping other teachers learn to provide wise guidance to a student teacher. Various plans might be employed to make the services of a person with these qualifications available to individual supervising teachers in cooperating schools who request assistance. For example, the laboratory school teacher might be given a leave for a semester for this purpose, or a qualified teacher might be made an assistant to the laboratory school staff member so that the staff member would be free to visit in the schools. This arrangement would also make him available to confer with or demonstrate for an individual or small group of supervising teachers. There are, of course, many other ways in which a laboratory school staff member might serve effectively as a resource person in the inservice education of a supervising teacher.

Conduct research helpful to supervising teachers in their work with student teachers. Some laboratory schools have the funds and personnel to conduct the kind of research that would be helpful in improving teacher education and student teaching programs. Perhaps others might obtain funds, personnel, and facilities to conduct research if there were an expressed need for it.

Involvement in College Program

A number of teacher education institutions have recognized the value of utilizing the knowledge of the supervising teacher in the evaluation and improvement of the teacher education program. When this is done, the experience gained by the supervising teacher becomes a valuable kind of inservice education. Brief consideration will be given to some of the ways supervising teachers may both give and receive assistance by participating in the broader aspects of a teacher education program.

Some teacher education institutions have established a general overall teacher education committee—a committee charged with the responsibility of obtaining suggestions for improvement of the total program, for informing schools and the public about the program, and for developing good relationships between schools and the college. A supervising teacher is in an excellent position to add strength to a committee of this nature. The knowledge obtained as a committee member can make him a better supervising teacher and be of help to other supervising teachers with whom he comes in contact.

Serving as a member of a student teaching council provides opportunities for inservice growth of a supervising teacher. A study of objectives of one council suggests the nature of these opportunities.

1. To serve as a liaison group between supervising teachers and student teachers.

2. To serve as an advisory group to supervising teachers, student teachers, and college administrators.
3. To aid the Director of Elementary Laboratory Experiences in making decisions.
4. To work for the continuous improvement of the elementary supervised teaching program.
5. To serve as a sounding board for suggestions and criticisms from those concerned with the supervised teaching program.[13]

Committees are frequently established to aid in the development and evaluation of teacher education curriculums. In some instances it is the total teacher education curriculum which is being studied. In other situations it may be the curriculum for elementary teachers or secondary teachers that is receiving consideration. In still others the curriculum for the preparation of teachers of science, social studies, or another discipline is reviewed. Sometimes attention needs to be focused on a specific course in general education, professional education, or an academic area. The supervising teacher who is invited to serve as a consultant in planning or evaluating some aspect of a teacher education curriculum obtains a wider view of the teacher education enterprise. When he is compelled to study the offerings of an institution to make suggestions about strengths or weaknesses in a curriculum or course as they are revealed in the functioning of a student teacher, his own understanding and effectiveness is increased.

Supervising teachers can contribute a great deal to the student teacher's understanding of his role as a teacher when they serve as resource persons in a seminar for student teachers. The student teacher who has an opportunity to hear and talk with a number of supervising teachers during a semester or year can learn much by discovering how experienced teachers meet and solve many of the same problems he faces. The supervising teacher who serves as a consultant or resource person also learns of the problems and satisfactions experienced by student teachers and in doing so can become skillful in utilizing this information in benefiting the student teachers with whom he works.

At one teacher education institution twenty different supervising teachers served as resource persons in a student teaching seminar during the course of a school year. They discussed such topics as beginning the school year, developing desirable behavior, maintaining desirable personal relationships, working with parents, planning, and working with groups of pupils. In making preparation, in talking to student teachers, in answering their questions, in obtaining their ideas, in listening to them discuss questions and issues, and in working with college supervisors and other college personnel, each supervising teacher benefited. Each increased his insight into teacher education and knowledge of his own role in the teacher education program. Each became more certain that with continuous efforts toward his own professional growth his contributions to the preparation of teachers could become more effective.

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[13] Edgar M. Tanruther, "A Program Designed to Encourage Democratic Procedures." *Education*, 72:5, 305-314, January 1952.

Those responsible for courses or workshops for supervising teachers have found that capable and experienced supervising teachers can provide one of the most effective means of aiding less experienced teachers in their preparation for serving as supervising teachers. They have discovered that when a successful supervising teacher shares his experience with others in such aspects of work with student teachers as orientation, planning, or evaluation there are genuine benefits for the members of the group. The experienced supervising teacher who serves as a resource person or consultant improves his competency in working with student teachers as a result of this experience.

Responsibility for Professional Growth

In the foregoing discussions considerable emphasis has been placed on ways the supervising teacher may receive help in becoming more proficient in his guidance of student teachers. There has been the assumption throughout these discussions that he will take the initiative in obtaining the assistance that is available to him. The following paragraphs will emphasize the importance of taking advantage of available opportunities.

The efforts of even the most skillful mechanic are ineffective without adequate tools and equipment. The best prepared physician must read the most recent medical journals and attend modern clinics to keep in touch with the latest medical developments. The classroom teacher who welcomes a student teacher as a partner in instructing the pupils for whom he is responsible assumes a leadership role that has no parallel in the entire educational enterprise. The whole level of teacher competency can be raised if each supervising teacher will take the initiative in utilizing the opportunities that are available to him for professional improvement and put them to use in assisting student teachers.

In some situations the teacher education institution, either alone or in cooperation with the local school system, makes easily available to the supervising teacher publications which are helpful to one who works with a student teacher. In other situations few if any suitable professional publications of this nature are provided. The only way one can be sure he has access to these publications when they are needed is to make them a part of his own professional library. This can be done at a relatively small cost. A minimum list should include the most appropriate publications of the Association for Student Teaching, other helpful books written for the supervising teacher, several of the best books written for the student teacher, and a magazine published especially for those who work in the field of teacher education.[14]

The competent teacher of children and youth needs to be knowledgeable in his field of specialization. He needs also to be well informed about what is happening in the world around him. For the supervising teacher this requires a personal library that will keep him up-to-date in these areas so that he will not only be a competent teacher of children but of student teachers as well.

Continued Study

One who works with student teachers needs to be a student of teaching. This can be accomplished in a number of ways—by enrolling for course work, by individual reading and study, and by visiting other schools where student teachers are at work. Every individual who works with student teachers will find that a course for supervising teachers is available to him. If a course or workshop of this kind is not offered by the college or university with which he is working, he can find one at another institution. The stimulation and assistance that results when one studies the opportunities and problems in his job under the guidance of a capable and experienced college instructor are not likely to come from individual study alone. Not to be overlooked is the help that one receives from fellow supervising teachers enrolled in a course or workshop.

Meetings and conferences arranged by teacher education institutions and professional organizations are constantly being made available to supervising teachers. Those who attend find them of real value in improving their ability to work with student teachers. Many who work with student teachers do not attend these meetings and thus do not receive the benefits available to them. Requiring attendance does not appear to be the answer unless this is a part of a contract between the supervising teacher or the local school and the college. The supervising teacher who is serious about his continued professional growth will consider seriously his responsibility for attendance at professional meetings that can be helpful to him.

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[14] For a partial list of the Association for Student Teaching publications see inside back cover of this yearbook. A list of helpful books for the supervising teacher appears on page 117. The college supervisor or director of student teaching in a teacher education institution can supply a list of good books for student teachers. *The Journal of Teacher Education* is published for teacher educators.

Supporting Professional Organizations

One of the primary objectives of professional organizations such as the Association for Student Teaching and the National Commission on Teacher Education and Professional Standards is to aid the teacher, especially the supervising teacher, in his inservice growth. His moral support and financial support, when appropriate, will help these organizations develop and expand a program and services which will provide increased assistance to him and other supervising teachers. The Association for Student Teaching in particular, with its emphasis on publications, conferences, and workshops for the benefit of the supervising teacher, is worthy of consideration. There are many classroom teachers working with student teachers who do not even know that there is an organization such as the Association for Student Teaching. There are others who know of it and make use of its publications and other services, which is all to the good, but who have never supported the organization with their membership or efforts. It would appear that every supervising teacher has a responsibility for supporting those professional organizations which help him in his inservice growth and through his increased competency provide better classroom teachers for our schools.

Sharing New Ideas

There are many capable supervising teachers with outstanding ability to assist less experienced supervising teachers and other classroom teachers whose talents are not being fully utilized. One capable supervising teacher, who later became a principal, spoke to a group of supervising teachers about ways of involving the student teacher in the total program of the school. When invited to incorporate her remarks in a magazine article so that they might be shared with a larger audience, she did it reluctantly on the ground that her remarks were not of publication quality. The article was published and widely read.[15] This is but one illustration of the value that can result from sharing one's ideas with others.

The experienced supervising teacher should feel some responsibility for crystallizing his own views about ways of helping student teachers and for making these views available to others who would profit from knowing them. He should be willing to assume his share of responsibility for the education of teachers. He should be alert to the discovery, encouragement, and utilization of leadership ability among his fellow classroom teachers, supervising teachers, and others.

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[15] Helen H. Miller, "How Can the Elementary Supervising Teacher Involve the Student Teacher in the Total School Program?" *Teachers College Journal*, 33:61-63, December, 1961.

Many individuals in the field of professional education, including classroom teachers, tend to rely on techniques and procedures that have worked well in the past. The supervising teacher who is sharing his knowledge of instructing pupils should have some new and sound ideas to share with his student teacher. If the teachers of tomorrow are expected to be creative in their classrooms they must be encouraged to be creative in the classrooms of today. It is unrealistic to expect that enthusiasm for progress will be generated in a vacuum. It is not logical to expect the prospective teacher to learn such things as proper motivation and behavior of pupils from his supervising teacher and attitudes toward progress from some other source. The supervising teacher needs to assume responsibility for discovering ways of making the instruction of pupils increasingly effective and thus of encouraging his student teacher to do likewise.

When a supervising teacher shares an idea with a group of fellow supervising teachers the benefits of his idea are limited to those who are present. When his ideas are transferred to writing, the potential audience to benefit from his ideas is limited only by the circulation of the printed page. The supervising teacher who has discovered techniques or procedures that are effective in aiding prospective teachers should consider seriously making them available to others in writing. His audience might include student teachers, supervising teachers, college supervisors, some other group, or perhaps all of these groups—depending upon the nature of the material.

Innovations and Inservice Education

The supervising teacher who has been working with student teachers for a period of years has seen some marked changes in the availability of teaching aids. The last decade has brought dramatic changes. For the future, it is certain that changes will continue both in the addition of new teaching materials, techniques, devices, and procedures, and in the knowledge of ways to use those already existing. Those who work with student teachers need to keep in mind that the career teacher of the future will be spending his classroom years in the midst of new teaching aids. He will not be teaching in a situation similar to that which many supervising teachers remember—perhaps fondly—in which teaching aids consisted primarily of a textbook and a piece of chalk. The student teacher who graduates in 1966 at the age of twenty-two and continues teaching until the age of sixty-five will retire in the year 2009. Those who work in the field of teacher education, including of course the supervising teacher, need to be conscious of the fact that the young graduate needs to be prepared to be an effective teacher in the age of automation. The supervising teacher can facilitate his own professional growth by using and encouraging his student teacher to use, when appropriate, innovations of the kind considered in the following sections.

Educational Television

It is idle to discuss whether television will be used or whether it ought to be used. It will be used and the key question is—how shall we use it?[16]

These are the words of a leading authority on audio-visual education. They are well understood by those who have used educational television. They should alert those who have not used it to the fact that others consider educational television of value in the instruction of pupils. Most prospective teachers are eager to extend their knowledge of new instructional media and recognize the fact that they will be called upon to use them in their future teaching. The supervising teacher should explore the opportunities for using television with his pupils and of involving his student teacher in its use.

Self-Instructional Devices

Aiding a student teacher in the development of a sound viewpoint toward change is one of the prime contributions an experienced classroom teacher can make to the prospective teacher. This would appear to suggest that a supervising teacher himself needs to acquire a balance between clinging doggedly to the procedures of the past and accepting the new without question. He can not, indeed he should not, avoid influencing the thoughts of his student teacher about the acceptance or rejection of the new media. The following statement from a well-known educator should help one consider his own position:

> As I see it, therefore, whether the new media are a promise or a threat to education depends to no small degree upon who takes the initiative for directing that development. I am convinced that those who are dedicated to the improvement of education and those to whom teaching and learning are major intellectual concerns . . . must take the initiative. If we do not, what looked at one time as a promise may turn out to be a threat. If we take the initiative, what looked like a threat may very well turn out to be a promise.[17]

The supervising teacher who uses auto-instructional devices and programmed learning, or at least becomes informed about them, will be in a good position to assist a student teacher in their use and in developing a sound attitude toward change.

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[16] Edgar Dale, "The Effect of Television on Teachers and Learners." (Address delivered at the Turkey Run Conference of DAVI and ASCD, Turkey Run State Park, Marshall, Indiana, October 1, 1962.) p. 11.

[17] Address delivered by Harry N. Rivlin to the 1961 Teacher Education Conference, College of the City of New York. (Reported in *Teacher Education News and Notes*, 13:2, December, 1961.)

Team Teaching

Team teaching in one form or another is being used in an increasing number of schools, and there are indications that this trend will continue and perhaps accelerate. Team teaching as the term is used in this discussion is defined as follows:

> Team teaching is a type of instructional organization, involving teaching personnel and the students assigned to them, in which two or more teachers are given responsibility, working together, for all or a significant part of the instruction of the same group of students.[18]

The supervising teacher who is working in a school where team teaching is in effect, especially if he is a member of a teaching team, will of course involve his student teacher whenever possible. This can be an excellent experience for both. If team teaching is not used in his school, the supervising teacher will find it a rewarding experience to study this form of instructional organization with his student teacher and perhaps introduce some elements of it as they engage in cooperative teaching. This can become a valuable means of inservice growth for him and an excellent kind of preparation for the prospective teacher.

The supervising teacher who thinks seriously about ways to use new media in an effective manner and to encourage his student teacher to look ahead to his future with confidence will perhaps find the following statement helpful.

> The change which I see coming is one in which the teacher becomes less the presenter or communicator of planned-in-advance subject matter and fills the role of guide, counselor, evaluator and organizer, motivator of an exploring party, an intellectual gadfly. He becomes for his student the model of a mature, educated, thinking man and not the petty administrator of simple learning tasks easily handled by textbooks, workbooks, programmed materials, television, and many other media. He will spend his time developing the independent learner and the thinking pupil.[19]

Research on Teaching

Consensus about what constitutes good teaching has not been attained. Practitioners, theorists, and researchers continue the quest for an acceptable definition of the teaching act. Although the competent supervising teacher is aware of the lack of agreement as to the components of good teaching he will continuously attempt to increase his understanding of good teaching and the traits, characteristics, and behaviors which comprise it. Although he will usually not be a researcher, he needs to keep informed about the significant findings of research. It will be quite possible for him to keep informed of the findings of such researchers as Flanders, Gage, Mitzel, Ryans, and Smith.[20]

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[18] Judson T. Shaplin and Henry F. Olds, Jr., *Team Teaching.* New York: Harper & Row, 1964, p. 15.

[19] Edgar Dale, *op. cit.,* p. 11.

Beneficiaries of Inservice Education

A good program of inservice education for the supervising teacher can have far-reaching effects. It would be difficult to estimate ultimate benefits; however, it can be profitable for the supervising teacher and all others who work for improved programs of teacher education to reflect on possible values. The sections which follow represent an attempt to combine the ideas that have come from those who have experienced the results of good inservice education and those who delineate possibilities.

One capable student teacher stated, "I do not see how a supervising teacher could possibly be more helpful to anyone than my supervising teacher has been to me." This is a subjective yet valuable kind of evaluation of an inservice program for supervising teachers. The statement takes on meaning when one learns that the student teacher quoted was an honor student and his supervising teacher was a very intelligent, experienced person who had participated in an inservice education program as he worked with his first student teacher.

Instances like this one occur in numbers each year, and the numbers can be increased as teacher education institutions and local schools work together to help classroom teachers do a good job in working with student teachers.

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[20] For reports of significant research see the following:

Bruce J. Biddle, and William J. Ellena, (Editors), *Contemporary Research on Teacher Effectiveness*. New York: Holt, Rinehart and Winston, 1964.

Ned A. Flanders, "Diagnosing and Using Social Structures in Classroom Learning," *The Dynamics of Instructional Groups*. Fifty-ninth Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press, 1960, pp. 187-217.

N. L. Gage, *Handbook of Research on Teaching*. New York: Rand McNally and Company, 1963.

H. E. Mitzel, *A Behavioral Approach to the Assessment of Teacher Effectiveness*. New York: Office of Research and Evaluation, Division of Teacher Education, College of the City of New York, 1957.

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In terms of experience there are at least three groups of classroom teachers who can benefit from a well-formulated and well-administered inservice program. One is composed of individuals who have not worked with a student teacher and are preparing to become supervising teachers. Many of the vehicles for improvement mentioned in this chapter can be employed for their benefit. The classroom teacher who is working with a student teacher for the first time represents a second group. He, perhaps more than the individual in the other two groups, is seeking direct help. His viewpoint toward teacher education, his goals as a supervising teacher, and his competence in working with a student teacher can in large part be influenced by his experiences in an inservice program. A third group includes supervising teachers who have had considerable experience in working with student teachers. A good inservice program can aid him in discovering better procedures for working with prospective teachers, by supplying him with new publications, by informing him of the latest research, and by utilizing his skill in assisting beginning supervising teachers.

When a local school system cooperates with a teacher education institution both tangible and intangible benefits can result. Pupils can benefit from an increased amount of enthusiasm and skill with which a supervising teacher and student teacher often approach their work. Other teachers and the principal benefit from the help that can be received from the college supervisor and other college personnel who spend time and effort in the school working with the student teacher, supervising teacher, and others. Parents frequently take pride in the fact that their school is recognized as one which the college or university selects as a cooperating school.

In many teacher education institutions the whole program for the preparation of teachers focuses on the student teacher and the student teaching program. These institutions provide opportunities for college personnel to keep in touch with the classroom and to evaluate the effectiveness of instruction in the various fields of knowledge as determined by the performance of their product.

Programs which incorporate many of the activities suggested in this chapter have been developed by colleges and universities, by school systems, and on a state-wide basis. Chapter IV includes descriptions of a number of such programs.

CHAPTER IV

Action Programs of Inservice Education

One important key to the improvement of student teaching programs is the development of inservice education for the supervising teacher as he works with student teachers. Such inservice programs are generally the result of cooperative action and may be sponsored by state-wide groups, by institutions, and by school systems. Illustrative programs of each of the three types will be described in this chapter.

State-wide Programs

At the present time there are two state-wide inservice education programs for supervising teachers which are fully operational: the Georgia program which originated at the state level and the Florida program which began at the institutional level. Georgia has reached the stage where almost all of the institutions involved in preparing teachers participate fully in the inservice education program. In Florida a major state institution provides a college course designed to improve the supervision of student teachers. During the last year the course has been offered by educational television.

A Televised Course in Florida[1]

A unique inservice education program for supervising teachers is presently being conducted in Florida. This program is in the form of a graduate-level course which combines television with seminars and individual study assignments.

The course, the first of its kind, was produced on the University of Florida campus by the College of Education in cooperation with the Florida Television Commission and the Florida Institute for Continuing University Studies. It was offered for the first time during the Winter Trimester of 1965 and was well received by staff and participants. The twenty telecasts used in the course are now available free of charge to all teacher education institutions in the state of Florida and may be rented by institutions outside the state.

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[1] Described by Robert L. Gilstrap, College of Education, University of Florida.

The idea for the course came from the Department of Elementary Education at the University of Florida. Several years ago, the late Dr. Aleyne Haines, a member of this department, was concerned by the acute shortage of well-prepared supervising teachers. In spite of the best efforts of the colleges and universities in offering courses for supervising teachers, it was still impossible to rigidly enforce the state policy that requires all supervising teachers to take the course. A different approach was needed.

As Dr. Haines and the department members discussed the need for more and better-prepared supervising teachers, the idea of television as a major teaching resource emerged. Television could show many aspects of the student teaching process that would be impossible in the regular classroom and it would also reach more teachers with the basic content of the course. The college and university professors would then be able to work with larger groups through monthly seminars at which questions and comments related to the telecasts could be discussed.

The idea seemed like a good one and, with the help of her colleagues at the University of Florida and other Florida teacher education institutions, Aleyne Haines drew up a proposal for the course and began looking for financial assistance. After lengthy negotiations, funds were made available to produce the twenty video tapes planned for the course. Production was begun in the Spring of 1963.

Established principles of learning and curriculum were used as guides for the development and presentation of the content. Stills, slides, silent film clips, sound-on-film clips, and recordings of actual classroom and school situations involving student teachers were used to illustrate these basic principles. In addition, panel discussion, interviews, and conferences recorded on video tape protrayed interaction among people who have key responsibilities in the student teaching process. To make the telecasts appropriate for use by other institutions, a diagnostic, analytical approach was used in most instances rather than a prescriptive formula or endorsement.

Major topics explored in the telecasts are as follows:

1. The significance and challenge of student teaching.
2. The shared responsibilities of colleges and schools.
3. The importance of clarifying the expectations of student teaching.
4. Establishing good personal and working relationships.
5. Using background experiences.
6. Assuming responsibility.
7. Planning and evaluating.
8. Identifying educational principles.
9. Conferences.
10. Seminars.

11. The place of interests in the curriculum.
12. Meeting instructional needs.
13. Evaluating pupil growth.
14. Evaluating progress of student teachers.
15. Increasing the responsibility of student teachers.
16. New developments in education.
17. The concept of teaching.
18. The concept of profession.
19. Problems and issues in teacher education.
20. The cooperative nature of student teaching.

Since the telecasts were not designed to do the total job of the course, additional content to supplement the video tapes is presented through seminars and individual study assignments. At present, five seminars are being held each term.

During the two trimesters that the course has been offered by the University of Florida, approximately three hundred teachers in eight counties have taken the course. The course has been offered for graduate residence credit and, through the cooperation of the State Board of Regents, it is tuition-free. Other institutions in Florida as well as other states are presently making course plans that will utilize selected video tapes in the series.

A State-wide Approach in Georgia[2]

The student teaching program in Georgia was developed as a part of the state plan for the evaluation and planning of the total program of teacher education. Thus, a brief look should be taken at the over-all plan.

The Georgia Council on Teacher Education is the recognized body for developing policies governing the standards for programs for teachers within the state. The membership of the Council is composed of three groups, each of which represents a part of the teaching profession. These groups include the public schools, the Georgia colleges approved for teacher education, and the State Department of Education.

Each college has two official representatives named by the president. One representative is from the Education Department and the other from a department other than Education. The representatives from the public schools are chosen by the departments of the Georgia Education Association. Other groups, such as the Georgia Congress of Parents and Teachers and the Georgia School Boards Association select their representatives to the Council. Those from the State Department of Education include personnel having responsibility for teachers.

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[2] Described by Mary Ellen Perkins, Georgia State Department of Education.

Activities of the Council on Teacher Education. The Council in 1946 began planning for a program of preparation and certification which is now in operation in the state. Although new, post-war problems were being faced, there was a determination to make substantial improvements in teacher education programs. Between 1946 and 1948 the plan was developed. The plan requires each teacher education institution to plan its own preservice program which has to conform to a set of criteria developed by the state Council. For full approval, these programs are evaluated by a visiting committee and subsequently approved by the State Board of Education. The new plan of certification was approved by the State Board of Education in 1948 and became effective on September 1, 1950. Between 1948 and 1950 continuing emphasis for study and action was placed upon matters of teacher education relating to this plan of certification. The plan was designed to free Georgia colleges from existing certification restrictions. With this freedom, however, went the responsibility of developing teacher education programs in accordance with criteria developed by the Georgia Council on Teacher Education.

In the regulations adopted by the State Board of Education on February 20, 1948, the following is found:

> Colleges will agree upon the principles and minimum standards to be observed in developing and implementing a professional training program. These principles and standards, when approved by the State Board of Education, will become criteria for determining when a proposed program may be approved.

Between 1948 and 1950 the Council worked with increased efforts toward the development of sets of valid criteria. There were some evidences of personal or institutional concern as criteria were suggested which certain institutions could not easily meet. Objections were raised which generally referred to the validity of certain criteria either in a particular college or in the Georgia setting generally. Related issues were whether the criteria should be in general or specific terms and whether the criteria should be thought of as minimum essentials or as goals to be achieved in the indefinite future. A full list of criteria was agreed upon as being desirable, but not immediate requirements. Emphasis was given to the process of working toward their attainment. The Council was unwilling to plan in terms of immediate requirements for teacher education programs.

This explains briefly how an organized group worked to develop standards, or criteria, which were to be used for developing programs and for determining when a proposed program might be approved. One section of the criteria, of course, related to the student teaching program which will be the focus of the discussion which follows.

Standards for student teaching. The problem of providing student teaching experiences in the public schools was of tremendous significance in the development of standards. Some colleges had never provided a student teaching program. Others had confined the student teaching program to campus laboratory schools. In the campus laboratory schools, the classroom teachers and the professors of education planned regularly together. A common philosophy was developed and classroom practices generally supported theory. Staff members of the laboratory school were carefully selected and were given college-staff status. There was an urgent need to improve the quality of the student teaching program in the public schools.

In the fall of 1948 the Preservice Education Committee of the Council on Teacher Education gave attention to the study of the problems of student teaching with emphasis upon experience in typical school situations. Because of the urgent need for study of the problem, a strong subcommittee was assigned to study that particular area. The subcommittee strengthened the work of the Preservice Committee by describing the purposes of student teaching in relation to the total program of preservice teacher education.

The criteria for professional laboratory experiences which finally evolved from the study of the Preservice Education Committee, approved by the total Council and subsequently by the State Board of Education, included the following:

> Learning throughout the entire training period in general, technical, and professional courses is given added meaning through carefully planned first-hand experiences.
>
> 1. In general education and technical courses, classroom instruction is supplemented by planned visitation for first-hand study of natural and cultural resources and of social, economic, and educational problems in the area.
> 2. Provision is made for directed observation, participation, and full-time responsible teaching under the direction of the college in a laboratory school or in cooperation with public schools. Campus facilities are supplemented with off-campus apprentice centers.
> 3. Schools in which student teaching is done provide well-rounded total experience for students in training, but first of all discharge their obligations to the community and its learners for conducting a sound educational program
> 4. The laboratory school or the cooperating apprentice center is equipped with an abundance of appropriate teaching materials and teaching aids.
> 5. The supervising teacher is conducting an above-the-average program for pupils and has had special preparation for helping student teachers.
> 6. The supervising teacher is recognized as a member of the college staff and receives a salary appropriate to his responsibility and his training for the work he is doing.

7. The student teacher's program is under the direction of a coordinator who understands the place of student teaching in the total program, and who has such competencies as will enable him to provide leadership and guidance to supervising teachers and to others responsible for supervision of the program.
8. Laboratory experiences are provided for the direct study of children through opportunities to observe, record, and analyze individual and group behavior under the direction of staff members qualified to give the necessary guidance.
9. Opportunities are provided for observation of good teaching in the best school situations that can be made available for this purpose.
10. The student's schedule provides for one full quarter's work in an approved training center where he spends his full time participating in all types of teaching responsibilities and gradually assumes full responsibility for them.
11. The student teaching experience is so carefully planned and evaluated that the training institution will have reliable information on which to base its recommendation for the teacher's professional certificate.

Student teaching, then, was considered as one of the major laboratory experiences provided within the total four-year program. Many of these criteria were long-range goals for a large number of colleges. For example, the criterion, "the student teacher's schedule provides for one full quarter's work in an approved training center where he spends full time participating in teaching responsibilities and gradually assumes full responsibility for them," took a number of years to be realized in all the colleges. It was actually in 1957 when the last college, a small liberal arts institution, arranged its student teaching program on a full-time basis. Another criterion, "the supervising teacher is conducting an above-the-average program for pupils and has had special preparation for helping student teachers," is still a goal to be achieved by all colleges. Not all those serving as supervising teachers for any college have had special preparation for helping student teachers.

The criteria listed above are condensed. Actual study included expansion of many of the statements. There was a set of criteria for the selection of school centers to be used for student teaching. These included a list of the qualities of the school including its relations to the community, the administration of the school, and the work of the teachers. These criteria are still used for reference by new people coming into the state and by colleges in re-evaluating their programs.

Professional preparation for supervising teachers. Criteria for the selection of supervising teachers were developed. Later in the program, there was concern for the training and compensation of supervising teachers. Georgia has a state-wide program of compensating supervising teachers working with student teachers from all colleges engaged in teacher education. This system was developed through cooperative planning and agreed upon by institutions and public schools.

The training program for supervising teachers includes three types of experiences:

1. A beginning workshop (five quarter hours' credit).
2. An internship. This is a field course taken during the school year as a follow-up of the completion of the beginning workshop (five quarter hours' credit).
3. A follow-up workshop seminar (five quarter hours' credit).

There was an agreement on criteria for the experiences and content of this training program. The criteria are used for developing and approving any new programs in the state. All the programs are similar, but not identical. All work toward the same goals. Criteria for the training program include:

Over-all Policy

1. Special professional preparation should be considered necessary in developing superior classroom teachers into superior supervising teachers.
2. The preparation of supervising teachers is the joint responsibility of teacher education institutions, cooperating public schools, and the State Department of Education.
3. The professional preparation provided supervising teachers by teacher education institutions should satisfy the requirements of the State Department of Education for the certification of supervising teachers.
4. Undergraduate institutions should be permitted to provide programs for such preparation after their submitted programs have been approved by the State Department of Education.
5. Teacher education institutions with approved programs for the preparation of supervising teachers at the undergraduate level should encourage supervising teachers without master's degrees to work toward completion of such degrees.

Organization

1. The planning of a program for the professional preparation of supervising teachers should involve the cooperative efforts of the *sponsoring teacher education institution, the cooperating school staff,* and the State Department of Education.
2. A teacher education institution, in establishing a program for the preparation of supervising teachers, should develop clearly stated purposes for its program and outline specific procedures and content for meeting its purposes.
3. A program *for the preparation of supervising teachers should provide a time allotment for professional study* that would satisfy the requirements for earning fifteen quarter hours of college credit or the equivalent.

4. A program for the preparation of supervising teachers should include in the design for professional study provision for internship experience for the supervising teacher.
5. A program should be under the direction of a person well qualified by experience and training, and aided by a competent staff in sufficient number to insure adequate instruction for the size of the group receiving preparation.
6. The membership selected to receive training in a program for preparation of supervising teachers should be on an invitational basis only, and should consist of superior teachers within those schools serving as cooperating centers in the student teaching program.

Content

The program for the preparation of supervising teachers should include professional experiences which will provide opportunity for the participants:

1. To clarify understandings of the roles of the various participants in the student teaching program.
2. To develop understandings of the problems involved in the successful orientation of the student teaching program to the student teacher.
3. To acquire the supervisory skills essential for guiding the student teacher in the planning, developing, and evaluating effective learning experiences for and with pupils.
4. To develop the supervisory skills necessary to help the student teacher identify his strengths and weaknesses and to evaluate his progress.
5. To understand the importance of helping the student teacher recognize that the application of the principles of human growth and development is basic to effective teaching.
6. To help the student understand the contributions that effective school organization can make to an instructional program.
7. To define an understanding of ways and means of helping the student teacher work effectively in the area of human relations.
8. To define ways and means for helping the student teacher see more clearly the purpose of education in our society.
9. To define ways and means for helping the student teacher understand the importance of technical and routine activities in an instructional program.
10. To help the student teacher mature into a professional and ethical teacher.
11. To develop increased skill in the use of democratic practices.
12. To identify weaknesses in their own teaching competencies and to be introduced to resources that could be means of alleviating such weaknesses.

Activities of coordinators of student teaching. Concurrent with the development of criteria by the Teacher Education Council, another group played an active role in developing the student teaching program in Georgia. The coordinators of student teaching from all the colleges engaging in a professional program for the education of teachers met regularly to give further meaning to criteria and to arrive at means for applying the criteria. In the beginning the coordinators met bi-annually; in recent years they have held an annual meeting. The Coordinator of Teacher Education Services in the State Department of Education facilitated these meetings and gave leadership in working with the group. The State Department of Education provided secretarial aid in bringing the group together, providing travel expenses, and other such necessary assistance. All group members assumed leadership roles and planned without direction from the State Department of Education. The State Department of Education representative assumed the role of a member of the committee. In the fall 1950 meeting, the coordinators proposed that an outstanding consultant be brought to Georgia to help them in developing the student teaching program. Dr. Florence Stratemeyer and Dr. Dorothy McGeoch worked with the coordinators of student teaching, May 25 through 27, 1951. The subject of the conference was "What We Seek to Achieve Through Laboratory Experiences." This three-day meeting meant much to the total state in the development of the student teaching program in its early days.

Regional teacher education councils. Regional groups, organized as a result of the study of the state-wide student teaching program, were the Rome Area Teacher Education Council and the Northeast Georgia Teacher Education Council. Principals, supervisors, superintendents, public school teachers, visiting teachers, and college personnel undertook together to gain an understanding of the place of the public schools in providing professional education for beginning teachers. The goals of student teaching, the relationship of the public schools to the colleges, and the roles of the various people involved in the program were among topics studied by these area councils. Later, the group also planned college programs for teachers in various areas. In other words, the colleges were asking the public school people to work with them in setting up the college program for the teachers in English, in social studies, in mathematics, and so forth.

The Northeast Georgia Teacher Education Council has continued to be active. More recent work has focused on curriculum improvement in the public schools. Curriculum improvement, of course, improves the student teaching program. The student teaching program needs to take place where desirable curriculum practices are in operation. It cannot be assumed that every school is ready to engage in or provide experiences for beginning teachers in the student teaching program.

Other important influences in quality. Another influence on the student teaching program was the appointment by the State Department of

Education in 1945 of selected staff members to work with cooperating schools (student teaching centers) in curriculum improvement. They are consultants to the colleges in studying programs. Their responsibility, however, is largely that of working with schools engaged in student teaching programs. They work with faculty groups and with systemwide groups in curriculum improvement programs or continued professional growth programs. They also help colleges in follow-up studies of graduates.

There is still another source of continued improvement in the student teaching program. The individual college provides opportunity for principals and supervising teachers to come to the college campus to study with college staff members and to be given recognition by college staff members for the important work which they assume. Not all the colleges provide this opportunity, but almost all do. The plan for this program varies from an all-day meeting once a year to several meetings of a shorter period. These are not meetings in which the college people tell the public school people what to do, but they work together to solve problems related to the improvement of the student teaching program.

Research activities of the Council. Another important task of the Georgia Council on Teacher Education is that of developing research on the program. In 1956 the Preservice Education Committee of the Council set up a subcommittee to plan, direct, and report on the results of a research project to investigate some significant aspect of student teaching. The problem set up for investigation was to determine the predictive validity of the Minnesota Teacher Attitude Inventory and to determine the relationship between changes in the attitudes of student teachers as measured by the MTAI and the attitudes of their supervising teachers. This was a project engaged in voluntarily by seven institutions in the state and coordinated by two people willing to assume responsibility. The results of the study were reported to the council membership.

Another study on the student teaching program was done as a dissertation by Dr. Pearlie C. Dove at the University of Colorado. Dr. Dove reported on the study and findings to the Council.[3] Several other dissertations have been related to the state's student teaching program.

A recent study was made of the Georgia program for educating supervising teachers. The researcher met with the coordinators of student teaching in their annual fall meeting and set before them the problems he was to include in his study. The coordinators of student teaching agreed to cooperate with the study. The researcher reported on the study at the 1961 fall meeting of the Council. As a result of his study a subcommittee of the Council has been set up to take another look at the training program as it now exists.

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[3] Pearlie C. Dove. "A Study of the Relationship of Certain Selected Criteria and Success in Student Teaching at Clark College" (unpublished Doctor's Dissertation, The University of Colorado, 1959).

Another individual is now planning to do a dissertation on the supervising teacher program. As the former study included only elementary school teachers, the new study will include only secondary school teachers. It is hoped that the findings from these studies will be utilized in further study by groups planning, changing, and improving the program of education for supervising teachers.

The area of study has been limited and the Council, perhaps, needs to engage in further cooperative research. Other students working on dissertations need to be encouraged to work out their study so as to provide some real bases for making decisions concerning all aspects of the student teaching program. The people in Georgia feel that cooperative study, planning, and evaluation have helped the state to go a long way toward achieving a high quality program in student teaching. However, many problems have been encountered; they are not all solved.

Unsolved problems. Coordinators of student teaching change from time to time. They come from outside the state and from small colleges where the student teaching programs are very different from that which has been developed in Georgia. There is the continuous loss of trained supervising teachers. As supervising teachers complete the master's degree, and complete the three-course sequence in the supervision of student teaching, they are recognized for their leadership ability and are drawn into other leadership roles such as principal, supervisor, and helping teacher.

Teachers may enroll in the supervision sequence only by invitation from one of the institutions. Instructional representatives of the college confer with supervisors and administrators in issuing invitations. Sometimes a teacher is invited to enroll, takes the program or a part of it, and then becomes a disappointment as a supervising teacher. The college, having made an error in selection, still feels responsibility to the teacher. Relationships can become strained between the college and the school or the teacher in such cases.

A study of the preparation of those selected for the supervision of student teaching during a four-year period shows a slight decrease in the percentage of supervising teachers who have had the full training program in supervision. Finding a reason for this and the means for renewing enthusiasm for the program are two of Georgia's problems now.

The Georgia system of election of local superintendents each four years means that there is some turnover of superintendents in systems where student teaching takes place. Quite frequently new superintendents do not understand the role of the student teaching program and of the public schools in teacher education. The need for cooperation between the college staff and the public school staff continues to exist. State department staff members have a role in solving this problem.

One recognized problem throughout all the work of the Georgia Council on Teacher Education is that the voice of the public schools is not strong enough. In a national workshop on state councils on teacher education held at Estes Park, Colorado, on August 16-23, 1948, underlying principles of successful operation were cooperatively developed. One of these principles was "operation procedure should strike a good balance between the two characteristic services of the state council on teacher education, namely, (1) affording a means whereby ideas may 'bubble' up from the grass roots, and (2) providing that ideas should 'trickle' down to those same grass roots."

The grass roots do not penetrate well enough into the ideas of the Council. Part of the problem, however, lies with the public school people themselves. Some of them do not keep themselves abreast of developments. Some of them do not engage in professional inservice study frequently enough to take an active role in developing policies. Public school people today should become active in studying the research in various fields, in writing, and in engaging in action research so that they will feel competent to participate actively in the development of programs. The development of the program should not be a "pouring-on" process. It should be done cooperatively. Representatives of organizations must keep the organization informed and must represent the thinking of the members of the organization. This takes time in executive sessions and in business sessions. The Georgia people have attempted to develop the student teaching program cooperatively but have not been uniformly successful.

The problem of payment of supervising teachers is one which needs further study. In the first place, the payment is not enough to be called a salary. In Georgia it is called an "honorarium." The recent study done by Dr. O. Quinton Prince indicates that a large majority of the supervising teachers in the state feel that the honorarium should be larger. Less than one-sixth of the group indicated that they would discontinue serving as supervising teachers if the honorarium were discontinued, but if the honorarium were discontinued almost one-half of them feel that recognition and prestige would be lost even though they would continue to serve.[4]

The coordinators of student teaching are currently in the process of writing a handbook which will be used by all institutions and by the State Department of Education in working with school systems. There is, of course, the problem of people having enough time to write carefully and effectively. Most people in the state must use time above a full load of teaching, or of teaching and administration, for their writing. The state needs to provide time for staff members to engage in research and to provide time for writing by staff members who may make a contribution in this way.

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[4] O. Quinton Prince. "A Study of the Georgia Program for Educating Supervising Teachers" (unpublished Doctor's Dissertation, Georgia Peabody College for Teachers, 1961).

In summary. Some may think that programs developed by the same set of criteria would be so similar in nature that initiative in experimentation and in college planning might be lost. This danger does exist. However, colleges are urged to engage in experimentation. They are encouraged to plan experiments which deviate from the criteria agreed upon and to share results of the experiments with the Council and with other groups interested in and concerned with the program.

The fact that the college is responsible for planning its total program, including student teaching, gives to the college the responsibility for initiating improvements. Professional public school representatives must assume initiative in presenting ideas which they would like the colleges to consider. Each must be able to contribute to the other and to gain from the other.

Institutional Programs

Realizing the need for improvement in the supervision of student teachers and the important part played by the supervising teacher, many colleges and universities have developed institutional programs for the inservice education of the teachers who work with their student teachers. The two institutional programs described here stand out as unique enough to give guidance to other institutions interested in making changes in their own programs. The experimental program at the University of Oregon embodies a new organizational structure and definition of roles. The program at Indiana State University, on the other hand, represents an institution-wide approach which has been developed over the years to include an unusual scope and variety of educational activities for the inservice growth of supervising teachers.

The Clinical Professor at the University of Oregon[5]

In an attempt to develop a most effective approach to the problem of providing high quality supervision, the University of Oregon has reorganized the supervisory services provided student teachers by both university supervisors and supervising teachers in the public schools. The organization calls for a new position in the supervisory structure—that of clinical professor. It calls for a change in the roles of the university supervisor and the public school supervisor.

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[5] Described by John E. Suttle, College of Education, University of Oregon.

During the past several years, the University of Oregon has become aware of the lack of high quality supervision in student teaching. An excellent classroom teacher is not necessarily a good supervisor. Competence in supervisory skills can be learned but the provisions for effectively creating a setting for the acquisition of these skills have not been satisfactorily developed.

Need to design roles. Another difficulty associated with the student teaching phase of teacher education programs resides in the fact that supervisors from two agencies have assumed responsibility for the development of the prospective teacher's competence. Difficulties arise from the lack of clear role definition of those involved. Supervisors from both agencies are assuming the role of "shaping" the prospective teacher's behavior. In this situation it is not uncommon for one supervisor to observe and decide upon one approach to helping the student while another supervisor is pursuing a different means. The two supervisors may have equally good approaches; they simply may be taking different routes toward the same goal. When this occurs, confusion may well result for the one being helped. The student wonders whose suggestions he should follow. Most likely, since teaching is such a complex activity, the two supervisors are looking at different aspects of the teaching act and attempting to provide help. The question arises as to how many aspects of the teacher's behavior can be worked on at the same time without confusion and frustration on the part of the prospective teacher.

Because of the lack of clear definition of the roles to be assumed by the university supervisor and the supervising teacher, each may assume that the other is looking after certain aspects of the student's development. It is not infrequent that one hears the supervising teacher ask, "What does the University of Oregon expect of me?"

Yet a further factor clouds the situation with two supervisors working to upgrade the student's teaching ability, and that is the threat to the teacher arising from the university supervisor's entrance upon the scene. This threat seems to grow out of the fact that the university has the responsibility for the education of prospective teachers and as such has a highly competent staff steeped in theoretical knowledge. Consequently, the public school teacher may feel that the university staff member coming into the situation may observe something which is theoretically poor teaching. While most university supervisors attempt to guard against behavior that may threaten the teacher, feelings of insecurity seem to prevail.

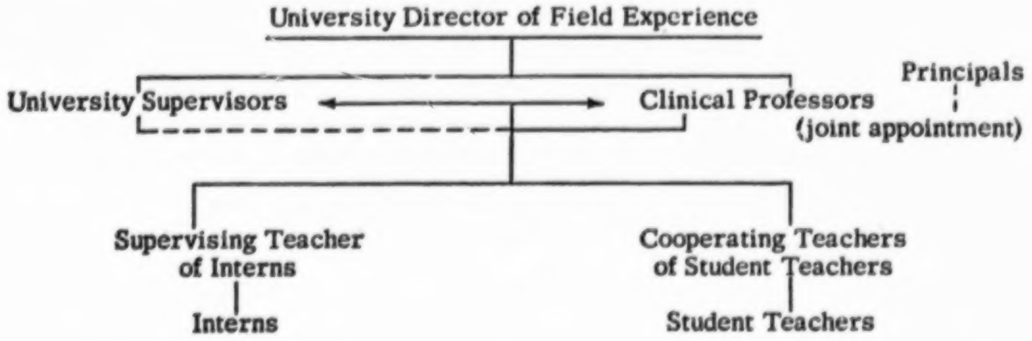
Continuing problems. The problems are not new, but have persisted for some time. They come more into focus as increasing numbers of persons are entering the teaching profession and as various routes toward this end are developed. One might say that they could be easily overcome if roles were defined clearly and if inservice programs for teachers who supervise in the public schools were provided. Two problems have prevented any real progress in this direction. First, "shaping" supervision requires continued contact with the prospective teacher's efforts to improve his teaching skill. The logical person to do this is the public school supervising teacher. The university supervisor, because of his assignment to a number of prospective teachers, as well as university teaching responsibilities, simply cannot maintain this continued contact. However, the university has been reluctant to give up this role because of the extreme importance the clinical experience has upon the student's career. Repeatedly, in follow-up studies, teachers indicate that their student teaching experience has been the most important aspect of their preparation program. Other research reveals the impact of the supervising teachers' behavior upon the prospective teacher's future behavior. There tends to be a modeling of the prospective teacher's behavior after the behavior of the supervising teacher. Until such time as better placement procedures for the student teaching experience can be arranged and until a pool of supervising teachers possessing competence in supervision can be developed, the university supervisor hesitates to give up the "shaping" role regardless of his meager ability to perform it.

The second problem preventing the university from solving some of the difficulties associated with the student teaching experience is related to the first. How can a pool of competent supervising teachers be developed? Undoubtedly this is a responsibility of the teacher education institution. From time to time a course in the supervision of student teachers has been offered. Some teachers have taken this course at their own expense, because they desired to become more competent. Because of the State's tuition policies, the University of Oregon has been unable to bear the burden of cost.

Reorganization of supervisory services. One way in which the student experience can be upgraded is through a reorganization of the supervisory services provided for student teachers. Essentially the reorganization developed by the University of Oregon calls for the creation of a new position, that of a clinical professor. This person would be a joint appointment of the school district and the University. The reorganization further creates a setting in which new career opportunities for teachers in the public schools are provided.

In the new organization, provisions are made for inservice opportunities for teachers working with student teachers. Roles are defined on the principle of allowing each institution involved to assume those responsibilities for which it is best suited. Placement of students and selection of supervising teachers is done more efficiently by an individual closely associated with the setting in which the student teaching experience will occur. Recognition, in the form of a stipend for increased responsibility, is given those working with prospective teachers.

The diagram shows the relationship of the various individuals in the organization.


University Director of Field Experience
Principals
University Supervisors
Clinical Professors
(joint appointment)
Supervising Teacher of Interns
Cooperating Teachers of Student Teachers
Interns
Student Teachers

University Director of Field Experience. The University Director of Field Experience is responsible for administering all field experience associated with the teacher preparation program. University instructors responsible for various aspects of the teacher preparation program will route all requests for public school observation and participation to the director, who will arrange for placement of students through the clinical professors.

Clinical professor. The clinical professor is the key person linking the University and the public schools in the teacher preparation program. The clinical professor is a joint appointment, having responsibilities to both institutions employing him. Specifically his responsibilities are:

1. Teach in the public schools half time.
2. Provide inservice programs for supervising teachers of interns (bi-weekly seminars) and cooperating teachers of student teachers (approximately six per term).
3. Coordinate placement of students for clinical experience with building principals in schools with which the clinical professor is associated. (At the elementary level, a clinical professor is assigned to three schools which accommodate nine interns and thirty-six student teachers during a year.)
4. Provide orientation of students assigned extended clinical experiences (such as student teaching or the internship) to the district's policies, procedures, materials and instructional program.
5. Work with interns for one week during the pre-intern summer in developing plans for the coming year.
6. Provide weekly seminars for interns.
7. Provide occasional seminars for student teachers (approximately three, in association with seminars for cooperating teachers).

8. Perform "spot" supervision of interns and student teachers to keep abreast of the level of operation.
9. Serve as chairman of a clinical team consisting of the three building principals, the university supervisor, and the clinical professor. The clinical team should meet once each term, and as necessary to assay and coordinate total placement-supervisory operation.

Supervising teachers of interns. The supervising teacher of interns is responsible for the day-to-day supervisory assistance given to new teachers. In order to have adequate time to perform the "shaping" supervisory role, he is released from other teaching duties to work with three interns. He works closely with the clinical professor and university supervisor in providing the maximum service to the intern.

Cooperating teacher of student teachers. The cooperating teacher is responsible for creating a setting where a student teacher for one term has an opportunity to gain competence in teaching through observation and participation in the classroom where he teaches. The cooperating teacher works closely with the clinical professor and the university supervisor in carrying out the "shaping" supervisory role and in planning a sequence of learning opportunities for the student teacher.

University supervisor. The university supervisor works closely with the clinical professor in three schools where student teachers and interns are located. His role is primarily to help make available knowledge as to what constitutes a good learning environment by engaging in the following activities:

1. Participating in intern seminars as a consultant about twice each term.
2. Participating in the supervising teacher seminars about twice each term.
3. Participating in the cooperating teacher seminars about twice each term.

The university supervisor is responsible for linking the practicum experiences of the interns and the student teachers to the total teacher preparation program. He is to be alert to student-school district problems that may be harmful to either party and, with the assistance of the clinical professor, to take steps toward an improved situation. Visitation to interns' and student teachers' classrooms to keep abreast of the level of clinical experience is a means toward these ends. The university supervisor should visit each classroom a minimum of twice each term.

It is too early to make an evaluation of the experimental approach to the supervision of student teaching and the provisions for inservice education for supervising teachers. The reorganization seems to provide for a clarification of roles, however, and may be expected to provide, to some degree at least, for the solution of some of the persistent problems related to the supervision of student teaching experiences.

An Institution-wide Approach at Indiana State University[6]

To understand the inservice education program for elementary school supervising teachers at Indiana State University it is important that a description of the qualifications of the supervising teacher be kept in mind. Indiana State University seeks a supervising teacher who has a master's degree and three to five years of successful teaching experience. The individual must wish to have student teachers and must be recommended by the appropriate administrative official in his school. In this way, the university can be assured of having teachers who are interested in the supervision of student teachers.

Materials provided. The supervising teachers are furnished a copy of the *Student Teaching Guide for Elementary Student Teachers and Supervising Teachers.* This booklet was prepared at Indiana State University by Dr. Edgar M. Tanruther, Director of Elementary Student Teaching, with the cooperation of the Division of Teaching staff members and supervising teachers. Chapter three of this publication is devoted to the work of the supervising teacher and does much to give him basic information concerning the program of supervision as it relates specifically to Indiana State University.

Bulletins are sent to each supervising teacher four times during each student teaching period. The first is sent well in advance of the beginning of the semester during which the student teacher will be in the classroom. Other bulletins are sent at the beginning, midpoint, and near the end of the student teaching period. These bulletins serve an important function in informing the supervising teacher of professional meetings, publications, procedures to be followed in evaluation, and other items concerning the program. All beginning supervising teachers receive with their first bulletin an informative folder about the Association for Student Teaching, a list of helpful references for the supervising teacher, and a statement of approved terminology in student teaching prepared by the Association for Student Teaching.

Library privileges are extended to supervising teachers for those semesters in which they have a student teacher. They are encouraged to make use of all university faculties for which they have a need. The Teaching Materials Center contains duplicate copies of all Association for Student Teaching publications. All books published for student teachers and for supervising teachers are available for the use of supervising teachers. A complete file of handbooks for student teachers and supervising teachers is available. Through the Audio-Visual Center, films, filmstrips, slides, recordings, and other visual aids are available to supervising teachers who work with student teachers.

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[6] Described by Harriet D. Darrow, Division of Teaching, Indiana State University.

Journey Into Teaching is a color filmstrip with sound tape which has been prepared by the Division of Teaching in cooperation with the Audio-Visual Department. This filmstrip portrays the story of student teaching by following one young lady from her junior year methods' courses into her student teaching experience and thence into her interview for a teaching position. The filmstrip has been very well received by colleges and universities throughout the United States. Indiana State University has found it to be very useful at meetings of supervising teachers for purposes of clarifying the total professional education experience and giving impetus to discussion of supervisory practices. The filmstrip is useful, too, with Future Teacher groups and other professional organizations.

Supervisory Roles with Student Teachers is a motion picture film prepared by the Division of Teaching in cooperation with the Audio-Visual Department. The film runs for seventeen minutes and is divided into four skits. The supervising teachers working with Indiana State University investigated the question of roles with student teachers and discovered that there were many variations in the roles the supervising teacher plays. Realizing this, they identified and developed four of the basic roles which may be assumed by supervising teachers when working with student teachers. The titles of the roles are: *Der Fuehrer, Monkey See, Monkey Do, Mother Hen,* and *Sink or Swim.* These skits, while amusing at times in the exaggeration of the roles presented, help supervising teachers to stop and evaluate their own behavior with student teachers. The film was developed for use in a program of inservice education for supervising teachers.

Semi-annual conferences. Group conferences for supervising teachers are conducted twice each school year on the campus at Indiana State University. The first of these is a one-day conference held in the fall. At this time, the supervising teachers have an opportunity to hear a speaker on a topic relative to supervision and also to meet in discussion groups to talk over specific areas of supervision.

The second conference is conducted in the spring. At this time both elementary and secondary supervising teachers meet for a full day on campus. Every effort is made to present a speaker of national reputation. Discussion groups and question-and-answer periods are a part of the program. The format of the conferences will, of course, vary from time to time in order to meet the needs and interests of the group. For both of the conferences there is a planning committee which includes supervising teachers, university supervisors, instructors of professional courses, and public school administrators. A report of each conference is sent to every supervising teacher and is published in the *Teachers College Journal,* a publication of Indiana State University. An outline of the program for one of these conferences will illustrate the type of program provided.

Thirteenth Annual Conference for Supervising Teachers

Conference Theme: *Supervised Teaching: A Joint Responsibility*

8:00 A.M. –Registration

9:00 A.M. –General Session

Symposium: Working Together in Student Teaching
Chairman–Dean of the School of Education

The Academic Disciplines in Student Teaching
A Professor of History

Professional Education in Student Teaching
The Chairman of the Department of Education-Psychology

School Administration in Student Teaching
The Assistant Superintendent of Schools

Supervision in Student Teaching
A Supervising Teacher

10:15 A.M.–Discussion Groups

Business Education–*Problems of the Supervising Teacher*

English–*Guiding the Activities of the Student Teacher in English*

Home Economics–*Issues Confronting Education with Implications for Home Economics*

Industrial Education–*How Can We Coordinate Our Efforts to Make Student Teaching a More Challenging Experience?*

Mathematics–*Responsibilities of the Mathematics Supervising Teacher*

Music–*Music as an Intellectual Discipline*

Physical Education (Men)–*Contributions of the Physical Education Supervising Teacher*

Physical Education–*Exploring Opportunities for Shared Re-*
(Women) *sponsibilities for Developing an Effective Student Teaching Experience*

Science–*How Much Direction Should the Supervising Teacher Give?*

Social Studies–*Problems of Social Studies*

Special Education–*Problems of Special Education*

Speech–*How Did It Go? What Did It Take?*

Elementary Education–*Working Together in Student Teaching*

12:00 Noon–Luncheon
Music–Music Department
Remarks–The Dean of Instruction
Address–*Working Together in Preparing Capable Teachers*

2:45 P.M.–Conference Adjourns

Courses and seminars. A course for supervising teachers is offered each summer on campus. This course, *Principles and Techniques of Supervising Student Teachers,* yields two semester hours of credit and is taught by either the Director of Elementary Student Teaching or the Director of Secondary Student Teaching.

Seminars for elementary student teachers are held approximately seven times during the student teaching period on Monday afternoons. They are three hours in length, and although primarily for student teachers, they serve an important function for supervising teachers as well. Every attempt is made to involve as many supervising teachers as possible in these seminars. They frequently serve as resource persons for group discussions with student teachers.

Other opportunities. Individual conferences with supervising teachers are also an important part of the program. The university supervisor talks with the supervising teacher at the time he is in the school to visit the student. At this time, it is possible to discuss individual problems, answer questions, and obtain suggestions for improving the program.

State and regional meetings of the Association of Student Teaching are called to the attention of the supervising teachers through the periodic bulletins which are sent from the Office of the Division of Teaching. University supervisors encourage attendance when calling at individual schools. Supervising teachers are also encouraged to attend the national workshops and annual conferences of the Association.

The laboratory school at Indiana State University is, of course, available to supervising teachers at all times. The opportunity is afforded them to visit classrooms in which there are supervising teachers and student teachers working together.

The Elementary Student Teaching Council. Supervising teachers, principals, Division of Teaching staff members, and at least one member of the Department of Education make up the Elementary Student Teaching Council. This Council assumes much of the responsibility for planning the conferences held for supervising teachers. Problems relating to the student teaching program are a part of their agenda and the advice of this group is invaluable in final decision making. Membership of supervising teachers on this Council is by vote of the supervising teachers themselves. The Council does much to give the supervising teachers and principals insight into the operation of the student teaching program.

Finally, the faculty at Indiana State University believes that it is vitally important that good rapport exist between the student teaching personnel (university supervisors, supervising teachers and student teachers) and other university and public school personnel. To this end the university makes every effort to provide free and easy lines of communication so that little problems do not become big ones and so that everyone is working toward a common goal.

A School System Program

In some situations school systems have found it necessary, or desirable, to take the lead in providing inservice education for their cooperating teachers. In the illustrative program described here a county school system containing one hundred fifty schools serves eight colleges or universities by providing laboratory experiences for prospective teachers. Each of the institutions had a different organization, different beginning and ending dates for student teaching experiences, and different procedures and materials for the guidance of supervising teachers. Believing that the inservice education of supervising teachers could make an important contribution to the instructional program of the county, and that the various institutions involved were not in a position to undertake a cooperative program, the county school system planned several countywide services for its supervising teachers.

Inservice Education in Hardin County, Georgia[7]

The county school system considered the provision of the best possible student teaching experience as a cooperative undertaking between the public schools and each of the eight institutions which utilized the schools. The county's inservice education program, therefore, was intended to supplement and reinforce, not to replace, any inservice education which might be provided by these institutions.

Orientation of new supervising teachers. Travel distance, course loads, and other problems made it impossible for college supervisors to meet with the supervising classroom teachers before the arrival of the student teachers; in some instances, college materials for the information of the supervising teachers were delayed or meager. The county, therefore, planned an orientation program for those supervising teachers who had not previously supervised a student teacher. By planning for several meetings, the number of participants at each meeting was kept small enough to encourage questions and informal discussion. A social hour in which light refreshments were served preceded the meeting. The county coordinator reviewed the purposes of the student teaching experience and invited questions. Common concerns of the new supervising teachers were the roles, responsibilities, and expectations of the student teachers, supervising teachers, college supervisors, and county personnel; problems of scheduling and evaluating; and sources of additional information. Some teachers verbalized more personal concerns. Each teacher was given a copy of the pamphlet, "Suggestions for the Cooperating Teacher."[8]

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[7] Described by Elizabeth Hall Hardin, Division of Education, Georgia Southern College, Statesboro.

In so far as was possible these meetings were scheduled during preplanning or in released time during the school day. It was necessary, however, to plan a few of them after regular school hours.

Although more adequate preparation for supervising teachers would have been desirable, the evaluations by these teachers indicated that they felt the orientation meeting had been very helpful in providing a sense of direction and resolving uncertainties.

Individual conferences. The county coordinator made an effort to maintain frequent contact and easy communication with school centers and supervising teachers. When problems arose, she was available for individual conferences at the request of the principal, supervising teacher, or college supervisor. In most such instances the principal and supervising teacher discussed their concerns freely, and problems were often resolved before they became acute. If a problem seemed likely to be persistent or serious, if it could be more appropriately handled by the college supervisor, or if the school visit was made at the request of the college supervisor, the necessary information was promptly communicated to him.

Library services. A variety of professional books and pamphlets pertaining to student teaching and the supervision of student teaching were ordered for the county school system's central library. Each cooperating teacher was provided with a bibliography of these materials, which she could request by telephone and receive and return by school mail. In addition, these books were attractively displayed and made available for check-out at the orientation meeting and on Teacher Education Day.

Teacher Education Day. The county school system organized a Teacher Education Day each fall and spring for all supervising teachers. An effort was made to secure an outstanding speaker for each meeting; the eight colleges and universities were invited to send representatives. The following letter was sent to each college supervisor who was responsible for the supervision of a student teacher in Hillsborough County:

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[8] Aleyne C. Haines, editor. *Suggestions for the Cooperating Teacher.* Gainesville, Florida: Materials Diffusion Project, University of Florida, 1963.

> Dear Supervisor:
>
> We are completing plans for an inservice day for all supervising teachers in Hillsborough County schools. The meeting will be held Wednesday, April 1, at ________.
>
> Our speaker for the morning will be Miss Mary Ellen Perkins of the Division of Teacher Education, Georgia Department of Education. Miss Perkins' leadership in the field of student teaching has been both active and effective. At present she is a member of the Executive Committee of the National Association for Student Teaching.
>
> From 10:30 to 11:45, there will be small group discussions of problems identified by the supervising teachers. After time out for lunch at a place of your choice, each college coordinator will have an opportunity to meet in a small group with his supervising teachers from 1:15 to 2:30. You may feel free to structure this meeting as you see fit. Miss Perkins will then summarize and comment on the problems discussed in the small groups.
>
> We wish to invite you, and any other members of your staff who are interested, to join us for all or any part of the day. We particularly hope you will be able to participate in the afternoon meetings. Would you please return the attached note in order that, if you cannot be present, we can make other plans for your supervising teachers?
>
> Your interest and participation will help to make the day worthwhile to the teachers, and through them to your students with whom they work.
>
> Sincerely,

In appreciation for the participation of the college and university supervisors, a letter of appreciation was sent to each participant.

> Dear University Supervisor:
>
> Our supervising teachers felt that Teacher Education Day was a very worthwhile professional experience which would enable them to go back to their classrooms and work more effectively with your student teachers.
>
> They particularly appreciated the opportunity to talk with you, to work cooperatively with you on problems which concerned your student teachers, your college program and your expectancies.
>
> We appreciate very much your support and participation in this program. Your wonderful cooperation is an indication of your recognition of the importance of the student teaching program. The Hillsborough County public schools appreciate the opportunity to work with you and your institution in implementing this program effectively.
>
> Thank you for your generous help.
>
> Sincerely,

The following outline gives a typical example of the type of program used by the public school system in its effort to provide inservice education:

Teacher Education Day

8:45–Devotional
9:05–Address: *Helping Your Student Teacher Assume Responsibility*
10:05–Coffee Break
10:30–Small Group Discussions
11:45–Lunch Break
1:15–Meeting with College Coordinators
2:30–Summary and Focus

The small group meetings were free to discuss problems of concern to the members. Leadership was provided by selected supervising teachers. Possible questions for discussion were provided, but these were to be considered as illustrative rather than prescriptive. Some questions were:

> What are the understandings about the growth process and developmental tasks that need to be strengthened during the student teaching period? How can the supervising teacher help the student teacher to increase his understandings, particularly in the beginning weeks of the student teaching program?
>
> As means of increasing understanding of the teaching-learning process, what are some assignments for which the student teacher might assume responsibility in the beginning weeks of student teaching? What are some ways of arriving at appropriate assignments?
>
> What are some purposes of observation? What are some ways to make observation more meaningful?

While the supervising teachers were engaged in their small group discussions, the college supervisors who were present had an opportunity to become acquainted and, if they wished, engage in an informal discussion of common concerns.

As a result of one meeting the following report was prepared and sent to the participants:

Problems of Supervising Teachers

> During the morning of Teacher Education Day, December 9, 1963, the supervising teachers of Hillsborough County met in small discussion groups. Since these teachers work with student teachers from several different institutions, their comments will not be equally applicable to all programs. Reports from the eleven groups, however, indicated several common problems in functioning in the role of supervising teacher. These problems, together with some possible approaches to their solution suggested by both elementary and secondary teachers, may be summarized as follows:

I. Problems of conflict between making the student teacher in your own image and providing adequate guidance in translating theory into action.

  A. Encourage efforts of the student teacher to be resourceful and creative.

  B. Avoid personal bias about *your* methods being the best or only methods.

  C. Verbalize and require the student to verbalize the reasons for the use of certain procedures. Discuss frankly and objectively the results obtained.

  D. Value a cooperative approach to the experience. Involve local personnel and college personnel.

II. Problems of helping the student teacher assume fuller responsibility.

  A. Extend the length of the student teaching period.

  B. Project a plan for *gradual* increase of responsibility early in the internship period.

  C. Plan for gradually moving the student into a team teaching approach.

  D. Provide for better *analysis* of the student teacher's activity day by day, and for the opportunity to identify and strengthen areas of weakness.

III. Problems of the supervising teacher in understanding the role of the college coordinator.

  A. College supervisors should function more as consultants on instruction and less as liaison persons.

  B. More opportunities should be provided for college supervisors and supervising teachers to work through problems cooperatively. For example:
    Conferences in the school.
    Inservice meetings.

IV. Problems related to the use of Hillsborough County schools by a number of institutions.

  A. Stabilize or synchronize the period of student teaching.

  B. Clarify in the minds of cooperating teachers and college coordinators the difference in the *expectancies* of the various institutions, particularly in respect to:
    Record keeping by the student teacher.
    Evaluation by the cooperating teacher.
    Visitation schedules of college personnel.

  C. Define operational policy more clearly and specifically.

Perhaps the best evaluation of the county's Teacher Education Day was that teachers looked forward to attending. Their written evaluations of the day indicated that they had acquired deeper insights about the student teaching growth-process, and had profited from the opportunity to share and clarify problems, expectancies, and effective procedures through informal discussions. In addition, the discussions facilitated three-way communication among supervising teachers, college supervisors, and county personnel.

CHAPTER V

What It All Means

The chapters of this yearbook have presented a detailed list of competencies considered desirable for the supervising teacher of student teachers and have discussed many procedures and programs which might be, or are being, used to develop some of these competencies. But if this volume is to be more than a careful compilation of pious hopes, further steps must be taken by persons involved in student teaching programs. The proposals must be evaluated and the programs tested against sound goals and present-day conditions. It is necessary to look critically at what such thinking about the inservice education of supervising teachers means for action programs, not only in a few states and institutions, but throughout the profession. In an attempt to understand what it all means, a look at the past may furnish a desirable perspective.

The Past Tells Us Something

Effective supervision for student teachers has been a continuing concern of the Association for Student Teaching since its beginning. At its second annual meeting the members of the year-old National Association of Directors of Supervised Student Teaching, a name which of itself affirms this concern, approved a resolution which, in part, said, "Critic teachers as well as supervisors and directors of student participation, should have had training in such laboratory departments or similar experiences."[1]

An examination of the yearbooks up to 1934 fails to reveal any extended consideration of the inservice preparation of teachers selected as supervisors. This can be explained by the fact that most of the student teaching during those years was done in campus laboratory schools whose teachers were master teachers. However, by 1934 the larger universities were already making extended use of the public schools and had confronted the problems of inservice preparation of the members of their enlarging staff of supervising teachers.

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[1] Minutes of the National Association of Directors of Supervised Student Teaching, 1922.

In the 1934 Yearbook, Dr. Charles W. Boardman described the inservice program for public school supervisors then carried on by the University of Minnesota:

> A number of means are used to aid supervising teachers in improving their capacities as supervisors. The head of each department holds frequent departmental as well as individual conferences. At intervals, bulletins dealing with methods, techniques, and procedures in the administration and supervision of student teaching are distributed to all supervisors. The librarian of the University High School prepares each quarter and sends to all teachers an annotated bibliography of articles dealing with student teaching, supervision, research, methods of teaching . . . . The Director of Student Teaching holds conferences with individual teachers. He encourages research and investigations . . . and distributes the results to the staff . . . . New (supervisors) are encouraged to register for courses such as *Supervision of Student Teaching, The Professional Education of Teachers,* and *Special Problems in Teacher Training.*[2]

In the same article Dr. Boardman shared the concern of the authors of this yearbook when he wrote, "Provision should be made for the continuing professional stimulation and education of all members of the (supervisory) staff."[3]

In an article written for the 1939 Yearbook of the Association for Student Teaching, Dr. Raleigh Schorling reported on the results of a questionnaire returned to him by five hundred critic teachers. More than 95 per cent of the respondents agreed that supervisors of student teachers "should have adequate training in professional education." No inquiry was made at that time about the content of "adequate training."[4]

The first yearbook of the Association for Student Teaching to give detailed attention to the inservice education of supervising teachers appeared in 1954 and was entitled *Facilities for Professional Laboratory Experiences in Teacher Education.* Chapter XIV, written by Dwight E. Curtis and Edgar Tanruther, recognized that the orientation and professional preparation of supervising teachers are integral parts of the establishment of a program for student teaching in a cooperating public school system. This chapter does not discuss the competencies needed by prospective supervisors, but it does indicate that both formal and informal means should be used to prepare supervising teachers for their new responsibilities.[5]

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[2] Supervisors of Student Teaching, *Proceedings, Fourteenth Annual Session.* Lock Haven, Pennsylvania: The Association, 1934, p. 78.

[3] *Ibid.,* p. 67.

[4] Supervisors of Student Teaching, *Proceedings, Nineteenth Annual Session.* Lock Haven, Pennsylvania: The Association, 1939, p. 8.

[5] Association for Student Teaching, *Facilities for Professional Laboratory Experiences.* Cedar Falls, Iowa: The Association, 1954, Chapter XIV.

In their examination of the types of organization used for inservice programs, Curtis and Tanruther found that formal devices—graduate courses and seminars—were reported as operating in more than 40 per cent of the responding institutions. Informal devices—cooperatively planned study groups, conferences for groups of supervisors, workshops, and individual conferences—were reported as widely used in all cooperating school systems. Handbooks for the guidance of supervising teachers and sound recordings of the proceedings of weekly seminars for student teachers were distributed by some colleges to supplement the informal conferences and workshops for supervising teachers. It is significant that the writers identified the Association for Student Teaching as a valuable source of professional writings available for use by supervisors interested in self-improvement. Their reference was to a series of bulletins initiated by the Association in 1951 and written about specific problems faced by supervising teachers.[6]

Dr. Margaret Lindsey, author of another chapter in the 1954 Yearbook, stated that she had identified ten states having universities and colleges which offered credit course work for supervisors of student teachers.[7] Curtis and Tanruther also had identified 12 universities and colleges not located within these ten states which were offering graduate courses for supervisors of student teaching. Dr. Lindsey reported that, only a few years before, a study by the National Society of College Teachers of Education had found only a few universities offering such graduate course work.[8]

For the first time in writings prepared for the Association for Student Teaching there appears in Dr. Lindsey's contribution the pointed suggestion that we might well begin to practice what we preach and start to prepare competent supervisors of student teaching as we do competent teachers—by a guided program of laboratory-type experiences for already certified teachers who desire to become specialized in this aspect of teacher education.[9] Back of this suggestion lay the experience with the program in the state of Georgia which is reported at length in Chapter IV of this yearbook.

In 1959 the Association for Student Teaching published a yearbook entitled *The Supervising Teacher*, a publication from which has grown logically the current study of the inservice education of supervising teachers. Significantly, the discussion of inservice education occurs in the chapter which deals with *The Supervising Teacher in Future Teacher Education Programs*. In the absence of factual studies the opinion of the authors of this chapter, Edward L. Ruman and Dwight

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[6] *Ibid.*, p. 206-207.
[7] *Ibid.*, p. 217.
[8] *Ibid.*, p. 218.
[9] *Ibid.*, p. 223.

E. Curtis, both competent students of teacher education, that "from the ranks of teachers with baccalaureate degrees, most teacher education institutions select their supervising teachers"[10] more than justified serious concern about the special qualifications of most supervising teachers. These same authors recognized that improvement of supervisory services will come while the supervisor is working on the job in that capacity. They suggested the usual means for self-improvement: the development and use of personal and school professional libraries, continued study, participation in professional organizations, and participation in the professional curriculum of the college for which he is serving as supervisor. Even this publication seems to leave the inservice education of supervising teachers on the level of local initiative and "do-it-yourself" studies.

In the summary chapter of the 1959 Yearbook, Andrews sounded the first call to appear in Association yearbooks for a structured and eventually mandated requirement that supervising teachers be specifically prepared for this important work. In his expanded development of a Bill of Rights for Supervising Teachers, which Dr. Andrews had first proposed in 1953, the writer identified three rights to this specialized preparation. These rights are:

1. To be certified for teacher education responsibilities when minimum and higher standards of competency in this special field have been attained.
2. To have his teacher education service recognized in computing the annual payments from the state to any given school district.
3. To receive professional recognition and status commensurate with the importance of the professional service rendered.[11]

In the original version of the Bill of Rights, Dr. Andrews had proposed that the supervising teacher should receive adequate preparation, both formal and informal, for the specific responsibilities of his role as a supervisor of student teachers. Instead of accepting, as had most other writers, that this preparation should be almost completely the responsibility of the employing college or of the graduate school, Dr. Andrews significantly emphasized that the public schools themselves "should carry an increasing amount of the responsibility for the inservice upgrading of the work of the supervising teacher." His call for intensive research concerning "the effectiveness of various supervisory techniques" voiced an emphasis which had been missing from most of the discussions which had previously focused upon this problem.[12]

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[10] Association for Student Teaching, *The Supervising Teacher*. Cedar Falls, Iowa: The Association, 1959, p. 100.

[11] *Ibid*., p. 118.

[12] L. O. Andrews, "A Bill of Rights for Sponsor Teachers," *Education*, 73:608-611, June, 1953.

Again in 1961, in its yearbook entitled *Teacher Education and the Public Schools,* the Association for Student Teaching returned to a consideration of the qualifications of the supervising teacher. McCuskey approached the problem by identifying the "essential competencies needed by a supervisor of student teaching. These were: (1) scholarly control of knowledge, (2) expertness in the teaching-learning process, (3) skills in decision making, and (4) insight into one's self as a professional.[13]

This analysis is supported by David L. Elliott, Superintendent of Schools at Bedford, Michigan, who, writing in the same yearbook, emphasized the need for the supervising teacher to be an expert in human relationships. Not only does he deal with children, but he also operates in a special kind of professional partnership with a younger, but nevertheless professional, colleague.[14] This adds to McCuskey's list a fifth competency not usually stressed in writings upon this subject. This competency is included within the analysis accepted by the writer of Chapter II of this 1966 Yearbook.

To prove that even in 1962 professional leaders had doubts about general acceptance of the need for specialized persons in student teaching, four writers who collaborated in an imaginative epilogue for the 1962 Yearbook, envisioned the day sometime after 1976, when teachers "must really qualify as supervisory teachers . . . and be recognized on a highly professional basis."[15]

Among the earlier publications of the Association for Student Teaching was a series of bulletins, still being issued, originally written to help the supervising teacher learn how best to meet some of his more obvious responsibilities. The sixth in the series emphasized one competency that differed significantly from those usually identified at that time. This Bulletin, entitled *Encouraging Creativity in Student Teaching,* asserted that the ability to stimulate others to learn to teach creatively, originally, with imagination and inventiveness, must be recognized as a professional quality of an effective supervising teacher.[16]

Where We Now Stand

The Association for Student Teaching claims no prescience about the need for student teaching and for competent supervision of this admittedly important professional experience. It possesses no prophetic wisdom as to how to find, recruit, and educate competent supervising teachers. Many individuals and other organizations have struggled with this problem over the years. It is to be hoped that the Association has shared its wisdom and, because it has concentrated upon this specific aspect of teacher education, has met its commitment. This survey of the various statements of the position which the Association for Student Teaching has taken may be summarized, then, in a series of statements which, to an extent, express the developing consensus in professional thinking about the problem of providing adequate supervision for student teachers.

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[13] *Association for Student Teaching, Teacher Education and the Public Schools.* Cedar Falls, Iowa: The Association, 1961, p. 34.

[14] *Ibid.*, p. 99.

[15] Association for Student Teaching, *The Outlook in Student Teaching.* Cedar Falls, Iowa: The Association, 1962, p. 163.

[16] Laura Zirbes, *Encouraging Creativity in Student Teachers.* Bulletin No. 6. Cedar Falls, Iowa: The Association for Student Teaching, 1956.

1. As early as 1922 the need for specialized preparation for supervising teachers had been recognized.
2. Ways to improve the quality of this supervision have been developed empirically and pragmatically. These various formal and informal devices or techniques have been reported in the publications of the Association.
3. Knowledge of these devices have been widely shared and analyzed subjectively in conferences, workshops, and bulletins in an effort to encourage individual teachers and individual institutions to improve the quality of their own supervisory efforts.
4. Professional improvement has been directed toward identifying and analyzing the operational areas of the student teaching-supervisory relationship rather than toward the analytical analysis of the learning process involved in preparing to teach. The literature abounds with discussions of lesson planning, techniques of the conference, evaluation, techniques of observing children and teaching, school and community orientation, and the like.
5. Absent from at least focal attention has been an emphasis upon the responsibility of the profession, or of the local school district, or of the state for improving the effectiveness of supervisory services available for colleges which are sending student teachers into the schools. The Association and other groups have rather assumed that the institution itself must furnish the leadership in identifying, recruiting, and preparing teachers to become effective supervising teachers.
6. Not only has there been a paucity of research in the effectiveness of ways of improving supervision, but the many different plans in use suffer from not having been developed within a philosophical and psychological setting. For example, there is little evidence in the literature that one of the requisites of a qualified supervising teacher has been his mastery of sound psychological theory or the acceptance of a philosophy of education which relates, to a minimal extent, to that which characterizes a democratic point of view.

But why a new study of the competencies needed by supervising teachers? Already the Association for Student Teaching has dealt with this question in at least four yearbooks, in six bulletins, and at numerous summer workshops and meetings of state unit organizations. Why a yearbook devoted to the problem?

The author of Chapter II explains the choice by the widespread recognition that the improvement of supervision of student teaching has now shifted to cooperative efforts in which the public schools will take increasing responsibility and leadership. Now that student teachers from one college or university are going into several or even many different public school systems there is need for a consensus, especially since the same school system will be working cooperatively with not one but with several institutions of higher education. The student teacher has the right to expect a high quality of supervision wherever he is assigned for his student teaching experience.

Furthermore, acceptance by the Association for Student Teaching of the proposal, advanced primarily by L. O. Andrews, that the state take over the fiscal support of the entire program of student teaching[17] places upon those who support this plan the responsibility for letting the state legislature know for what it will be spending its money. If to state funds are to be added federal moneys the advocates of the idea bear the responsibility for showing clearly that a special level of competence, not now widely available, is needed to prepare supervisors for this work. The idea that additional funds are needed has been established by the Ford Foundation, which has supported its experimental programs in internships for intending teachers by individual payments to public school teachers involved.

A third reason for intensification of research into the needed competencies stems from the proposals that teachers who qualify themselves by specialized studies in supervision of student teachers be recognized by additional increments in the established salary schedules of local school systems. These funds will not be forthcoming unless advocates of the recruitment and preparation of a large and relatively permanent corps of certified supervising teachers prove that such certification really recognizes a level of specialization not possessed by teachers who have merely met minimum standards for teacher certification.

There is another reason, not developed in Chapter II, for focusing attention upon the competencies which must either be possessed by supervising teachers or developed by the several plans described in the succeeding chapters. Now that the numbers of graduates in teacher education curricula are increasing, colleges are pressing the public schools to supply an annually increasing number of supervisors for student teaching. Inevitably, as quantitative demands increase, qualitative standards tend to be lowered. There are just not enough superior teachers who have prepared themselves for this specialized responsibility to meet the needs of the teacher education institutions. The task of helping these thousands of new supervising teachers to become prepared for their new responsibilities will be lightened if what they must learn to do has been identified as specifically and as validly as is humanly possible. To this task the 1966 Yearbook hopefully will make a useful contribution.

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[17] L. O. Antrews, "State and Federal Aid for Student Teaching—Now?" *Journal of Teacher Education,* 15:165-176, June, 1964.

Competencies Plus What?

The competencies derived as described in Chapter II and grouped in five categories will be accepted as important and significant by supervising teachers and theorists alike. That they differ from those which might have been developed by another kind of research device is readily admitted by the writer. In his judgment these competencies are sufficiently complete to serve as the basis for future planning of inservice education programs. The purpose of this discussion is to develop some implications of these particular competencies and of the reliability of this approach to the general problem under consideration in this yearbook.

Reading between and sometimes within the lines of the discussion of each of the thirty-five competencies named in Chapter II reveals a number of disquieting conditions within the student teaching process. Careful reading of these sections will show that the writers and contributors frequently have an awareness of deficiencies among supervising teachers against which the naming of a positive competency is a form of protest. The following citations from this chapter will illustrate the point and perhaps justify the validity of the observation:

> Discussions about discipline should take place in private.
>
> Acquainting the student teacher with routine matters . . . is a competency which the supervising teacher may overlook.
>
> The supervising teacher must be willing to permit the student teacher to utilize democratic practices in the classroom.
>
> This (selecting standards for evaluation of individual pupil effort) can only be done if the supervising teacher is in the classroom . . . for long enough periods of time.
>
> This does not mean that the supervising teacher turns things over to the student teacher and gives him complete rein in exercising creative thinking and planning.
>
> The cooperating teacher should not give consultation and support grudgingly or in an attitude which conveys the idea that he would rather be doing something else.
>
> The supervising teacher who takes the attitude that the best way for a student to learn to teach is to begin early and have full responsibility for teaching the class . . . is not meeting his responsibilities for teaching the class . . . as a professional person.

These and passages selected from many of the other sections which develop the meaning of each of the competencies will call to mind experiences with just such supervisors. No person who has served as a college supervisor has escaped experience with persons who have lacked the competency identified in the quoted excerpt.

Nor do the colleges escape implied criticism. Some of the competencies are strengthened by mentioning a deficiency of new student teachers which makes necessary supervision of the kind that can only be given by one possessing the named competency. For example:

> It is not uncommon for student teachers to come into the public school classrooms with higher expectations of pupils than can reasonably be expected.
>
> The student comes into the student teaching situation with some (sic) theoretical background for setting his professional goals and formulating his educational philosophy.
>
> It is not safe to assume that the student teacher will learn from observation.
>
> The student teaching experience should go a long way in bridging the gap between theory and practice.

Some competencies, it is clear, acquire their significance because of deficiencies in the prestudent teaching preparation of the student teachers.

Let us assume that these or some other list of competencies become so generally accepted that they are taken seriously by all agencies involved in the improvement of the student teaching experience. What changes in administrative policies are indicated?

Any experienced and professionally qualified teacher who strives to achieve in his work as a supervising teacher the competencies here listed cannot possibly do so and at the same time carry a normal assignment of weekly class assignments and student-contact hours, no matter how small his classes may be. Guiding and directing the professional apprenticeship of a prospective teacher does take, and must take, time. And time for this work is usually denied when acceptance of a student teacher must be an addition to the normal teaching assignment of a classroom teacher. Holding conferences with the beginner, meeting with the college supervisor for conferences, planning daily and unit activities with the student teacher, attending professional conferences sometimes held on a distant campus, keeping up-to-date in reading and study of related professional publications, and other duties implied by these competencies make necessary the reduction of at least one hour of otherwise assignable teaching per day. Moreover, the very physical and emotional energy poured into doing a superior job of supervision argues the same point.

If schools and the colleges with which they are cooperating in the student teaching enterprise do reduce the teaching assignments of supervising teachers, instructional costs will be substantially increased. Providing an additional teacher for each five serving as supervisors in a secondary school is a feasible step. Elementary schools which use the self-contained classroom will find the policy more difficult. An adjustment similar to that possible in the secondary school can be made more easily in those elementary schools which use team teaching.

Moreover, if the public schools permit the supervising teachers to perform their specialized function by having the time for it, the colleges face two fiscal obligations. They undoubtedly, under the programs now used in most states, will be expected to contribute to the cost of employment of the additional teaching staff needed by the cooperating public school. Also, if they are to help supervising teachers to acquire at a higher level the competencies defined here, they must be willing to invest additional funds for the employment of more experienced and skillful field supervisors or "clinical professors," as proposed by Dr. Conant.[18] Holding workshops and conferences as devices for inservice education of supervising teachers will obviously increase the costs of the student teaching program.

A highly qualified or master teacher, who is willing to undertake the specialized graduate study and impose upon himself the obligation to achieve a higher competency by personal study and attendance at professional workshops and conferences, will expect specialized recognition on the salary schedule of the school district in which he is employed. What better criterion for recognition by merit increases than demonstrated professional effectiveness in the supervision of student teaching? We leave for later consideration the plan to have such teachers approved by the certification system of the state. Also, we shall consider later the proposal that the state underwrite the total cost to the public school of the increased costs of participation in a student teaching program.

As one thoughtfully reads the competencies proposed and described so helpfully in Chapter II he will be tempted to add to the list or to seek to compress it into a few critical goals to be achieved by the dedicated supervising teacher. One might wish that the jury had emphasized the sensitivity of perception, the sympathy—defined as "the act or capacity for entering into and sharing the feelings or interests of another"—the patience in waiting for a student's readiness for praise or criticism, the intelligent awareness of the right moment to release a student to go ahead on his own, the professional loyalty that takes the part of the student against parent or administrator. These qualities which show a social intelligence of a high order are really the "ground" upon which many of the more obvious competencies or skills move as "figures."

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[18] James Bryant Conant, *The Education of American Teachers.* New York: McGraw-Hill Book Company, Inc., 1963, p. 143.

One competency not mentioned is a high sense of humor, the ability not to take one's self too seriously; an idealism touched with a streak of cynicism which is necessary to maintain not only a sense of humor but humility and the objectivity so important in dealing with others in the teacher-student relationship.

Greater emphasis upon academic mastery of a field of knowledge and a rich cultural background, so essential to give the supervising teacher that security from which real guidance can follow, would be included in some revisions of this list of competencies. Sad indeed is the lot of a supervising teacher whose student teacher is better educated than himself.

The Association for Student Teaching does not present this analysis of the competencies needed by expert supervising teachers in the hope that the ideal supervisor they picture can be achieved under the conditions now operating in the area of student teaching. Today we are like the farmer who refused to register for a course in scientific agriculture because he already knew twice as much as he could put into practice. Until funds are available to attract, educate, and retain our best teachers in the service of teacher education; until their achieved excellence is recognized by a specialized certificate which assures not only professional status but also salaries beyond the established levels; until the state and teachers and administrators willingly accept their responsibility for being an integral part of the process of teacher education—and colleges accord them this right—these competencies will be like moral axioms, productive of New Year's Resolutions as well as some structured but optional improvement in the inservice education of teachers. Until the power structure in public education is convinced that novice teachers need as high quality internship as do doctors, until the politicians agree that students from all accredited colleges need a fiscally supported experience in student teaching so that the public schools can be assured of a reasonably competent beginner regardless of his alma mater, these competencies will be primarily for the consumption of the same limited group of persons and institutions which have supported the activities of organizations like the Association for Student Teaching whose voice over the years has been raised in support of better prepared beginning teachers.

A Plethora of Means

Improving the quality of supervision of student teaching requires an abundance of reliable written resource materials and tested organizational patterns which can be adapted flexibly to meet the conditions in various local situations. Chapters III and IV meet these requirements admirably. Colleges dissatisfied with their efforts to help supervising teachers and relatively inexperienced supervisors and directors of teacher education will find here a rich store of information. Individual supervising teachers, no matter how experienced, will use these chapters with profit. Although Chapter III may read like a brochure advertising the publications of the Association for Student Teaching and soliciting membership therein, the author need offer no apology for this reaction. For years the publications, the regional and national conferences, the workshops of this Association, have been the major national force working for the improvement of the supervisory aspect of student teaching. With but few exceptions, every major textbook written since 1949 for use by supervisors of student teaching and by student teachers has been written by a leader in the work of this Association.

The several methods used by the Association to stimulate improvement of the quality of supervision have been completely within the democratic tradition. A few concerned individuals, attracting by their enthusiasm gradually larger and larger numbers of colleagues, developed by trial and error the program which has identified the Association for Student Teaching as a unique professional organization. Unaided by foundation funds, traveling usually at their own expense, preparing yearbooks and bulletins during hours taken from their busy schedules, these enthusiastic supervisors of student teaching and directors of collegiate programs of teacher education have developed an organization, one of the few in the teaching profession, which brings together public school and collegiate personnel into a structured, cooperative working relationship. Ideas have "trickled up" from laborers in the vineyard, none of whom claimed some ultimate vision or who pretended that he had the revealed answer as to how to prepare future teachers. Aside from a half-dozen leaders with an established national reputation, the leadership of the Association for Student Teaching has come from its membership through the open, democratic process.

Unfortunately, professional services identified in Chapter III are often like the theological and missionary services of a church: the sinners usually are absent or, if present, are disinterested. How can the effectiveness of the means heretofore used by this and related professional associations be evaluated? By the numbers of supervising teachers and directors of programs of teacher education who are active members of this particular Association or who regularly use its publications for their own inservice improvement? By the number of supervisors of student teaching who within the past five years have earned graduate credit in courses which dealt with the specific problems of student teaching? By the numbers of public school supervisors employed by colleges and universities who participate in a carefully organized and scheduled series of local and on-campus conferences dealing with the problems of supervising student teaching?

The issue now has become this: Has the basic educational process—the propagandistic process, if you so choose to call it—so advanced the status of the supervising teacher that the time has come to "write it into law" as the Congress has done in dealing with Civil Rights? This is not to suggest that the continuous working with individual supervising teachers, college administrators, and public school administrators, the holding of conferences and workshops, and the production of written materials should receive less emphasis. What is suggested is that these efforts need to be supplemented by realistic, political action on a broad front, to supplement and support the present program of the Association.

But a problem confronts us. Even though we have come up with the best programs that can be devised, we are not prepared to deal quantitatively with the increasing numbers of supervising teachers who must be recruited annually. Andrews, writing in the 1959 Yearbook, has estimated that by 1965 the profession or the colleges "would need to assist 15,000 teachers a year to reach the highest level of certification and preparation for work as supervising teachers . . . . Because there will be losses in this group as with all groups in the profession, annually some 20,000 to 25,000 teachers will need to be recruited into the lower levels of responsibility in teacher education services and be encouraged to start work toward the highest status as supervisors." Dr. Andrews estimated that not more than 20 per cent were in 1959 receiving formal instruction of this nature.[19] In two previous publications of this Association, writers have admitted that institutions are accepting as supervisors of student teaching individuals who were not qualified for employment by the college as teachers of methods courses in the same subjects in which they were supervising student teachers.

But this defines the problem only quantitatively. Let us grant that specialized preparation for the supervision of student teachers is needed. Let us grant that there are proven means and scholarly materials which will help teachers become competent or more competent as supervisors. Let us give the Association for Student Teaching and organizations which speak for specialized student teaching in home economics and business education, for example, every possible credit for their advocacy of inservice education of supervisors of student teachers. Nor have they only advocated this program; they have carried it out among those concerned professional persons who have attended workshops and conferences and studied the excellent and available publications.

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[19] Andrews, *op. cit.*, p. 116.

Yet nearly a score of years after the start of the first effort in the state of Georgia to prepare supervisors through a planned program of guided study and experience, not more than five states appear to be moving in this direction. Might it not be that those are right who are convinced that direct pressures must replace the traditionally professional and voluntaristic methods of persuading state departments of education, colleges, and public schools to take more seriously their responsibilities for the preparation of better qualified beginning teachers? Those who work within the program of student teaching have convinced themselves that supervisors of student teaching are carrying on a function which calls for special skills and understandings. They are convinced that even excellent teachers benefit by study and guidance in the area of supervision of student teaching. Perhaps the time has come for the *convinced* and *committed* to stop talking to themselves and adopt new strategies for achievement of the goals they so firmly accept. These persons, working within or independently of the Association for Student Teaching, or as members of organizations sharing this common interest, should study carefully direct approaches to the power structure in education. The organizations within this power structure—and the comments which follow list only the major organizations—can each effect some change in the present sluggish advance toward better professional education of future teachers.

Regional accrediting associations can, by a more precise definition of standards which justify the right of an institution to prepare teachers, influence colleges to set higher standards for those whom it will accept as supervising teachers. The time may even come when accrediting associations will, without depending upon the decision of a professional group, refuse to accredit a program which lacks an effective plan for the orientation and instruction of inexperienced supervisors of student teaching, which is inadequately financed by the college or university, or which is carried on without organized cooperation between the institution and the affiliated public schools. When accrediting associations become as concerned about the weekly teaching load of a supervising teacher as they are about that of an academic professor, for example, public schools and colleges will begin to pay some attention to this basic requisite for an effective student teaching program.

Advances in a truly professional program in student teaching will require the understanding and support of a second force in the power structure of American public education. Professional associations of school administrators, school principals, and classroom teachers can give a powerful impetus to the acceptance by the teaching profession of a cooperative responsibility for preservice teacher education. Cooperative relationships of the kind described in Chapter IV will become the accepted practice in teacher education if organizations of administrators and teachers agree to become involved with colleges and universities in such a way as to put the problems of teacher education high on their agenda for study and research. The cooperation implied here is that which places budgeted funds behind their cooperative agreements with colleges, employs specialized personnel for local supervision, reduces the teaching loads of supervising teachers, and utilizes college personnel for rewarded inservice studies by local supervising teachers.

A third member of the power structure is the State Department of Education. If supervising teachers are to be qualified only after achieving a special kind of certification, if they are to be rewarded by such advances in salary as recognize the fiscal investment that has been made in becoming so certified, if the state legislature is to be persuaded to support financially the total student teaching program of the state, then the state Department of Education must be convinced that such measures are crucially important.

Space does not permit a discussion of the other organized groups whose influence will be significant if higher standards are to be achieved in the supervision of student teaching. Boards of Trustees of independent colleges, Associations of School Directors, State Councils of Higher Education, state affiliates of the National Education Association, state and national associations of colleges and universities, to name only the major organizations, can influence the political decisions that must be made before the control and support of student teaching breaks away from its largely local and institutional pattern.

Obviously the Ford Foundation accepts this position, for it has invested large sums of money in an effort to find better ways of making student teaching, or the internship, a really effective experience.

And in the Meantime

While the Association for Student Teaching and affiliated organizations push for politically structured programs of student teaching, action programs like those described in Chapter IV must be continued on the local and state level. The necessities of the democratic process require that the consensus needed to bring action on the state and federal levels be developed by fostering whatever voluntary cooperative plans can gain acceptance among colleges, universities, and local school districts. What has been done in Florida and Georgia should be encouraged in such other states as show a readiness to move. The experience of universities and colleges with unique arrangements for improving the competencies of supervising teachers must be disseminated to inspire and guide other institutions which are ready to initiate similar programs. Supervisors and directors of student teaching must continue talking to each other, must foster urgently needed research to find better ways to accomplish their purposes, but, in the meantime, they must learn how to do what they have seldom done before—gain political acceptance of the policy of state and federal support for the specific task of improving the quality of the student teaching experience.

3

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for
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Bibliography

For many years Professor Florence B. Stratemeyer assumed responsibility for the preparation of the bibliography in the Association's Yearbooks. When she retired from Teachers College (she is still in active service at Eastern Kentucky State College at Richmond), Margaret Lindsey was asked to take on this responsibility. She worked with the following students in teacher education at Columbia University Teachers College in preparing the present bibliography:

Charles G. Avent
Barbara Ann Chaika
Eleanor A. Hessler
Ella P. Jackson
Wayne E. Johnson
Michael Labuda
Sister Mary Carol Pelky
Floyd Waterman

A few observations about the items included are in order:

1. A notable increase in the number of articles reporting systematic study of matters related to student teaching is apparent.
2. Although most current studies of teaching do not deal specifically with student teaching or teacher education, they are of such significance to the preparation of teachers that a separate section reporting these studies has been included.
3. Because so much work with student teachers is done on an individual basis, a separate section includes representative literature from the field of counseling which suggests to supervisors help they might get from such sources.
4. It is increasingly difficult to define "internship" as used in literature on teacher education. Articles to be included in this section were determined solely on the basis of terminology used by the author.
5. Reports of discussion, experimentation, and research related to utilization of new media in teacher education were so frequent and of such quality as to suggest a special section.
6. Recognition of a growing body of literature dealing with special preparation of teachers for urban schools is noted by a special section.

Effort has been made to include all references that deal with the setting, the program, and the personnel of student teaching. Any omissions that appear are accidental, not designed. It will be appreciated if omissions are called to Margaret Lindsey's attention so that they may be included in the next annual bibliography.

The bibliography is organized in the following sections:

1. Teacher Education–General
2. Admission and Retention in Teacher Education
3. The Professional Component of Teacher Education
4. Student Teaching Program
5. Internship
6. Campus and Off-Campus Schools
7. Supervision of Student Teachers–General
8. Supervision of Student Teachers–Counseling
9. Studies of Teaching
10. New Media and Student Teaching
11. Preparation of Teachers for Urban Schools

1. Teacher Education—General

Anderson, Wayne W. "Preparation of Teachers for School and College." *School and Society,* 93:274-275, May 1, 1965.

Reports highlights of a conference of the Association of American Colleges held in St. Louis in which liberal arts colleges were called upon to "restore the prestige and attractiveness of college teaching." Liberal arts colleges are preparing individuals who are "more interested in research than teaching." Educators should not worry about the quantity of college teachers but look at their quality. Research should not be emphasized over teaching.

Beggs, Walter K. *The Education of Teachers.* New York: The Center for Applied Research in Education, Inc., 1965.

Presents brief historical background of teacher education as a basis for more detailed accounting of the present status and trends in the preparation of teachers for elementary and secondary schools. Data included are not nationally representative but rather illustrations of programs in the several types of institutions preparing teachers. Two prevailing concerns—certification and accreditation—are critically analyzed. Projections for the future development of teacher education programs are based on existence of five satellites: (1) the teaching media, (2) the teaching team, (3) programmed teaching devices, (4) the teaching system, and (5) the research complex.

Boozer, Howard R. "External Examinations as Predictors of Competence." *The Journal of Teacher Education,* 16:210-214, June, 1965.

Records the several uses of the National Teaching Examinations by different states. Colleges are using comprehensive tests to individualize student programs and to evaluate curriculum. New York State College Proficiency Examinations were administered for the first time in 1964. College graduates may be helped to meet the requirements for teacher certification by passing this test. Those who oppose the use of such tests state that they cannot predict performance and success as a teacher. The intelligent use of these examinations, with an understanding of their limitations, is urged.

Brown, J. Douglas. "The Development of Creative Teacher-Scholars." *Daedalus,* 94:615-631, Summer, 1965.

Stresses that the difficulty of developing creative teacher-scholars in adequate supply lies in the nature of the persons potentially qualified to assume the role. The creative scholar provides a source of new ideas, drawing upon deep resources of accumulated knowledge. The teacher must communicate new ideas and nurture the development of ideas and understanding in his students. The following distinguishing qualities of the creative teacher-scholar are stressed: (1) an inquiring mind, (2) the development of intuition, (3) self-discipline, (4) a tendency toward perfectionism, (5) a tendency toward introspection, and (6) a tendency to resist external authority. Maintains the nurture of a creative teacher-scholar begins in childhood and is carried forward in school and college. The recruitment of potentially creative teacher-scholars depends heavily on the recruitment of young people by good universities and colleges.

Carter, Thomas. "The Preparation of Teachers in a Liberal Arts College." *School and Society,* 93:242-244, April 17, 1965.

Argues that liberal arts colleges should assume responsibility for the preparation of teachers. Necessity for both career-oriented and liberal education-oriented goals in academic departments is highlighted.

Cartwright, William A. "The Teacher in 2065." *Teachers College Record,* 66:295-304, January, 1965.

Describes the world of the teachers one hundred years from today as a time when many of our current problems will have been solved or no longer will exist. Believes that teacher preparation in 2065 may appear to be similar to that of 1965, but there will be many differences. Points out that more attention will be given to the world outside of the United States, students will be much better prepared upon entering college, preservice programs will be conducted within school settings, and at least two individuals from the college will be found in every cooperating school. Concludes by looking at instructional media as a genuine aid to teachers even though many of these did not prove to be successful in 1965.

Chase, Francis S. "A Veteran Educator Re-examines Teacher Education." *Wisconsin Journal of Education,* 97:17, January, 1965.

Asserts that the complexity of this era has increased the responsibility of education. Teacher education programs must, therefore, be strengthened in general education, graduate study, and in the development of teaching skills.

Chase, Francis. "Teacher Education for the Next Decades." *School and Society,* 92:140-142, March 21, 1964.

Discusses the improvement and selection of prospective teachers. Feels that a good program of teacher education would not replace liberal arts but would represent an extension of it. Through improved programs teachers can be provided with many different teaching approaches. Lists four conditions which must exist if we want to see teacher-scholars in the schools. Notes that there must be a blend of content and method courses followed by a teaching internship. This type of a program requires adequate faculties in which "creative scholars" prepare teachers in the subject matter areas.

Combs, Arthur W. *The Professional Education of Teachers.* Boston: Allyn and Bacon, Inc., 1965.

Presents a perceptual view of effective teaching, provides a rationale for the point of view, and then offers suggestions on the meaning of the point of view for the preservice preparation of teachers. "If the 'self as instrument' concept of the professional worker is valid then teacher education must result in the production of that kind of self." To do this, the author maintains, calls for teacher education that is an intensely human process, designed to involve the student deeply and personally with ideas, with the program, with children, with the professions, and with fellow students in an atmosphere where conditions for effective learning prevail.

Dawald, V. D. "Training Effective Teachers." *Illinois Education,* 53:391-395, May, 1965.

Presents ideas on the total teacher education program beginning with the importance of proper screening of students, the need to maintain a balance among general, specialized, and professional education, counseling program, pre-laboratory experiences as a part of initial contact in the teacher education program, and student teaching where one goal should be that of acquiring certification after demonstrating teaching effectiveness.

Fagan, Edward R. "Conant on Teacher Education—A Critical Analysis." *Clearing House,* 39:461-466, April, 1965.

Gives a critical reaction to Mr. Conant's plan for educating teachers. Suggests that educators insist that statistically valid sampling procedures be used by Wisconsin's research team testing the Conant Plan. Wisconsin's role is crucial because for the first time educators have an opportunity to examine samplings and objectives before publication of reports. More significant, data collected over a period of years is available for comparison.

Fite, Elwin. "Problems in Developing a Five-Year Program of Teacher Education." *Peabody Journal of Education,* 42:206-209, January, 1965.

Outlines the principles adopted as guidelines from a study representing all segments of teacher education in Oklahoma. These outcomes suggest: a five-year program, satisfactory teaching experience, a balanced program in general education, specialized education and professional education, and similar programs in secondary and elementary education.

Heideman, Robert G. "Trends in Teacher Supply and Demand." *Wisconsin Journal of Education,* 97:23-24, April, 1965.

Examines the supply and demand situation in elementary, junior high, high school, post high school, and administrative opportunities. Emphasizes the outstanding possibilities for men in the upper elementary grade levels; and the definite trend toward broadening the academic base to include more liberal arts requirements. Cites the ungraded classroom as becoming more prevalent, along with the popularity of team teaching and programed learning. Declares there is much statistical evidence to support the contention that the number of teachers being trained for secondary school teaching is beginning to equal the demand. Areas such as social studies, men's physical education, and biology are examples of oversupplied fields. Shortages continue in English, library, women's physical education, business, language, mathematics, physical sciences, and special education fields. Declares the need for "outstanding" teachers is great in every area.

Hickerson, Nathaniel. "A Suggested Program of Teacher Education for Secondary Education Students." *Peabody Journal of Education,* 42: 177-181, November, 1964.

Points to the role of the secondary education department in improving teacher preparation. Cites a survey made at San Francisco State College in which students expressed a need for more strength in the liberal arts. Suggests a wider program of preparation in which students have the opportunity to explore more of the disciplines as a beginning towards building a foundation for a teaching career. Places responsibility on the teacher preparation division of a university for well-informed teachers in the field of liberal arts.

Knapp, Dale L. "De-Emphasizing Professional Education." *Journal of Secondary Education,* 40:110-112, March, 1965.

Discusses the recent decisions of the California legislators which have caused teacher education colleges to reduce the average number of required units in education courses. Is critical of this reduction and under the following four headings discusses the possible results of this move: (1) selective admission procedures, (2) identification with a professional school, (3) responsibility for methodology, (4) lack of school and college intermediaries. States that educators have a choice of either strengthening schools or allowing a decline as a result of harmful changes.

Lemeshow, Seymour. "Teacher Education in 2015: A Projected Outline." *The Journal of Teacher Education,* 16:229-231, June, 1965.

Looks forward to the educational future. The rapidity of cultural change will challenge education to help man adapt to the twenty-first century. Education will emphasize self-motivation and self-direction. Automation will provide fundamentals and skills. Equal stress will be placed upon physical and intellectual development. Direct experiences will be the principal source of learning. College professors will help students to understand, structure, and integrate their experiences. Colleges will operate three hundred sixty-five days each year. There will be areas of inquiry rather than courses. There will be no entrance or termination date, and no grades or credits. Psychotherapeutic sessions will be provided for students during and after college to enhance self-understanding. Professionally trained educators will assume a position of leadership. Candidates for teacher education institutions will be carefully selected through advanced procedures which will assess their basic characteristics. They will enter an apprenticeship upon admission. Their formal education will terminate only after diversified experiences, and upon presentation of evidence of their sufficiency as "educational clinicians."

Lipkin, John. "New Directions for India's Teacher Education." *School and Society,* 92:293-294, October 17, 1964.

Reports on the seventh conference of the All-India Association of Training Colleges at Mysore in which several significant resolutions were passed concerning the internal reconstruction of India's teacher education. Among the changes were an increase in the college enrollment from about one hundred to three hundred students in each school, a similar increase in the college faculties from about ten to fifteen in each college, and the inclusion of primary teacher education in the secondary training institutions so that there would be greater efficiency and economy. Funds for these changes are expected to come from the central government of India under the new Five Year Plan, beginning in 1965.

Nash, Curtis, Roy C. Hanes and Alice Currie Harding. "They Lead Two Lives." *National Education Association Journal,* 54:12-14, May, 1965.

Summarizes the experimental program begun at Central Michigan University in 1959, in which students spent five years earning a B.A. and a teaching certificate. The first two years were devoted to the liberal arts program. During the last three years, three semesters were spent as salaried assistants, externs, or teaching associates while the other three semesters (alternately) were devoted to professional courses and other college subjects. In 1965, ten per cent of prospective teachers at the college enrolled in the five-year program which has gained the acceptance of the administrators of schools, students, and faculty.

Ness, Frederic W. "Conant on Teacher Education: Some Implications for the Liberal Arts College." *Liberal Education,* 50:402-414, October, 1964.

Points to Conant's *The Education of American Teachers* as a beginning toward reform. Liberal arts colleges have not been meeting their responsibilities for the preparation of teachers. They must "re-assess their place . . . in the power structure which controls teacher education." Liberal arts colleges must be examined to see if they are capable of adequately preparing future teachers in the academic areas. Teacher education programs will be more expensive of Conant's proposals are adopted; therefore, the liberal arts institutions should decide whether or not they find it worthwhile to continue to financially support teacher education programs as outlined by Conant. Points to the degree of "wishful thinking" present in Conant's view of improving teacher education and the critical way in which the study is being accepted in colleges at this time. He views the distribution of the responsibility for teacher education as outlined by Conant as a major virtue of the book.

Norton, Daniel P. "Superstitions About Teachers and Teaching." *Minnesota Journal of Education,* 45:18-19, April, 1965.

Explores questions investigated in research conducted among 589 Minnesota elementary and secondary teachers in 1963. Reveals superstitions about teachers and teaching concerning: (1) male teachers are more professional than female teachers, (2) many obstacles stand in the way of teachers working effectively with administrators, (3) education courses are of little or no value, (4) education courses are too easy, and (5)

Minnesota teachers are seriously divided among themselves on professional problems. Study suggests: (1) because of other interests many women do not become actively involved in professional activities, (2) there is conflict of interest between the roles played by teachers and administrators, (3) education courses are of great value, (4) education courses are not easy, and (5) teachers have some difficulty working well together on professional problems.

Openshaw, Karl. "The Corkscrew Path." *The Journal of Teacher Education*, 16:233-237, June, 1965.

Deplores the fact that the education of teachers is not viewed as an area for careful and intensive research effort and that a science of teaching has yet to evolve. Comments on the narrowness and superficiality of much of the research in past years. States that questions must be raised about the nature of the assumptions and the theoretical conceptions of teaching which underlie much of the current research on teaching and teacher education. More recent research efforts, although developing some useful approaches to the study, have not yet developed into a functional systematization of knowledge about teacher education. Concludes that what is needed is a body of descriptive data that will provide knowledge of teacher behavior-learner behavior relationships. Once knowledge of the complete range of teacher-student behaviors have been established, the content and experience needed by teachers for effective performance can be more easily ascertained and built into programs of preparation.

Porter, M. Roseamonde. "Some Basic Premises for Teacher Education." *The Journal of Teacher Education*, 15:439-441, December, 1964.

Proposes a new approach, the process of becoming a teacher, as the starting point in planning programs and designing research in teacher education. States 12 basic premises implicit in the process of becoming: (1) principles of human development, (2) understanding of how the self develops, (3) uniqueness of the individual, (4) multiple causation of behavior, (5) perceptual level of the individual, (6) nature of the motivation for becoming a teacher, (7) individual's self-concept, (8) analysis of choice of educational-vocational objectives, (9) student's expectations of the teacher education curriculum, (10) program of involvement in which learner is helped to become a better integrated person, (11) provisions for many experiences in working with people, and (12) motivations and concept of teacher's role tested in experiences with children early in the program and continued at frequent intervals as needed throughout the program.

Reinert, Paul. "The Liberal Arts and Teacher Education." *Liberal Education*, 51:20-28, March, 1965.

Asserts that all teachers who expect to be effective must possess a certain "spark" which has to be caught and developed to its limits. Suggests that liberal arts education can help to foster those qualities needed by elementary and secondary teachers as long as the freedom existing in the liberal arts college is not limited. Cites freedom as the foremost advantage of a liberal arts college but maintains that this freedom is being threatened by government control over such things as specific course requirements. Believes that while teacher education needs the liberal arts college, the liberal arts college also needs teacher education. Feels that teacher education programs help to keep the liberal arts colleges alive and productive. Argues that the future of society will depend on our future teachers who can and should be prepared in the liberal arts colleges.

Rice, Arthur H. "What Administrators Can Do to Improve Teacher Education." *Nation's Schools*, 74:26, July, 1964.

Suggests that if there are courses that are duplicated or others that can be more effectively taught through the use of audio-visual aids, steps in reorganizing these courses should be undertaken. Promotes the idea of a type of internship where both the local school system and the teacher training institution provide necessary help for the new teacher.

Rivlin, Harry. "The Implications for New York City of Dr. Conant's Study of Teacher Education." *High Points*, 46:5-19, December, 1964.

Suggests proposals for action in New York based on Conant's recommendations but stresses the point that in order to provide quality education, each state and community should view Conant's recommendations in relation to its own situation.

Robinson, Donald W. "Education's Flexner Report?" *Phi Delta Kappan*, 45:426-432, June, 1964.

Compares the Conant report on teacher preparation to an earlier report made by Abraham Flexner in which the field of medical education was explored. Both reports supported by the Carnegie Foundation stress the need for more strength in the relationship between a specialty and the total institution and an elimination of some of the preparatory institutions now in existence. Points to the non-convincing nature of many of Conant's proposals that necessarily lead the way toward controversy. Controversy is evidently what Conant wanted to achieve, and many of his proposals are based on his basic assumptions which may vary or be different from those of other educators. Conant's proposals which are open to many different forms of interpretation should not be expected to answer all of education's problems.

Rucker, Ray. "Teacher Preparation: A Positive Paper." *Texas Outlook*, 49:24-25+, February, 1965.

Presents an outline of the minimum requirements to be included in teacher education programs based on a two-year study made by the Texas Society of College Teachers of Education. Feels that the department of education is responsible for the whole administration of the teacher preparation program, but they share this responsibility with members of the other disciplines. States that research will be most important in education departments, and it will often be advisable to borrow information made available by other disciplines. Stresses the need for an effective student teaching program under professional guidance.

Saxe, Richard W. "Evaluating the Breakthrough Programs." *The Journal of Teacher Education*, 16:202-209, June, 1965.

Stresses the difficulty of assessing the impact of the Ford Foundation "breakthrough" program at the national level since innovation in education involves many factors. Using six curriculum determiners as criteria (teachers, students, subject matter, methods, materials, facilities, and time) illustrations from the programs of different institutions are used to support the statement that planned changes of the type desired by the Fund took place. Questionnaires, interviews, and documents reveal that grantee institutions felt the programs were successful. Ten items frequently used in evaluating the effect of the "breakthrough" program by these colleges and universities are enumerated.

Sharpe, Donald M. "Threshold to the Profession." *National Education Association Journal,* 54:33-35, April, 1965.

Notes that there are twelve hundred colleges and universities which train teachers, but fewer than one hundred have teacher education as their primary function. Coordination and informal controls depend on members of the profession and voluntary association with the North Central Association, AACTE, and NCATE. Individual states have their own laws regarding certification of teachers and only three states have special laws regulating student teaching. Professional committees and organizations are helping to formulate the foundations for more universal standards leading to high quality pre-teaching experiences.

Taylor, Bob. "Whose Responsibility Is Teacher Education?" *Journal of Secondary Education,* 39:273-275, October, 1964.

Describes a program conducted at San Francisco State College in which the students were given a greater hand in forming their own learning experiences. It was hoped that through such a program in which each student was responsible for his own learning, the students would be able successfully to integrate theory and practice through an individual approach. Results in this exploratory project show that this program has been successful, and many of the goals concerning individual progress have been met.

Trump, J. Lloyd. "The Education of a *Professional* Teacher." *Phi Delta Kappan,* 45:448-449, June, 1964.

Discusses characteristics of and guidelines for the preparation of professional teachers. Cites the need for inservice training as well as preservice training so that knowledge and techniques can be kept up to date before, during and after an individual has secured his first full-time teaching position. Notes that the changing educational scene requires individuals who must be able to go along with the various changes if they expect to be successful in their jobs. Suggests identifying prospective teachers as far back as possible by impressing individuals with the challenging aspects of the profession, involving youngsters in education as teacher aids, guiding high school students in selecting possible educational roles, systematically preparing teachers during a five-year educational program, including individuals in actual experiences as soon as they enter college, and providing adequate educational knowledge along with subject matter and the liberal arts. Under such a program, teachers will be exposed to most of those aspects of education that will presumably enable them to function as professionals.

Whiteley, Thomas. "Are Accredited Teacher Education Programs Worthwhile?" *California Journal of Educational Research*, 15:94-98, March, 1964.

Examines relationships between accredited teacher education programs and professionalism as reported in a study that was completed in Arizona. States that of the twelve hundred teachers who were chosen for the study, six hundred eighty-six were graduated from accredited teacher education programs. Results showed that teachers graduated from accredited teacher education programs entered the profession without much delay, remained longer in the profession after graduation, and changed positions less often while they were in the profession. Cites the need for the use of more research as a tool for further examination on the issue of accreditation.

Wootton, Lutian R. "Is Teacher Education in for an Awakening?" *Educational Forum*, 28:485-487, May, 1964.

Recommends a re-evaluation of the course requirements for future teachers in the light of the amount of new knowledge confronting us. Notes that educators have been meeting this deluge of new information by adding course after course to the curriculum. Questions the validity of such action and looks forward to the time when educators will look at ways in which knowledge may best be acquired. Suggests that teacher education should look forward to designing a new more appropriate model in order to meet its demands.

2. Admission and Retention In Teacher Education

Bach, Jacob O. "Teacher Education." *Illinois Education*, 53:389-391, May, 1965.

Presents the identification, admission, retention, and student teaching practices of the four-year teacher education institutions in Illinois. Identification of student teachers is made by enrolling in a given course, making vocational objectives known to the department, and completing an application for student teaching. Admission usually takes place in the sophomore or junior levels after review by an admission committee. Retention in the program is based on scholarship, emotional and physical health, positive attitude toward teaching, and professional behavior. There are wide variations in supervisory practices, in the length of time, and in the amount of credit for student teaching.

Beam, H. E. "How Good Are You at Judging Potentiality for Teaching?" *Agricultural Education*, 37:196-197, February, 1965.

Questions the validity of judgments made by teachers and supervisors on what dimensions of student behavior are associated with potentiality for teaching. Emphasizes relationship of students' (1) academic achievement, (2) views on adult education, and (3) kind of initial employment accepted after graduation. Reveals a positive relationship between supervisors' ratings of students on potentiality for teaching and their academic average.

Buckley, William. "Trends in Teacher Preparation." *Connecticut Teacher*, 32:27, February, 1965.

Makes a plea for higher standards in student selection, in teacher selection, in teaching, and in programs of teacher education.

Cummins, Robert E. "The Key is "C"." *Clearing House*, 39:363-364, February, 1965.

Points out that the widespread criterion of a "C" average to enter or continue in a program leading to teacher certification may be perpetuating mediocrity in teaching. Suggests the following improvements in teacher training programs: (1) overall evaluation be based on the nature of teaching, e.g., personality, speech, creativity; (2) standards be according to the significance of competence desired in general education, professional sequence, and teaching major; and (3) for consistency and stability stress higher standards in the teaching major.

Miller, Paul A. "Teachers to Teach." *Liberal Education*, 51:29-36, March, 1965.

States that when individuals are being screened for a teacher education program it is necessary to find out how these individuals perceive and react to the world in which they live. Maintains that this is one of the hardest things to establish but suggests looking back into an individual's life through the use of biographies in an attempt to find this answer. Feels that what is to be included in an individual's program should depend on both the individual's needs and the demands of society. Concludes that the individual in teacher education must be interested in self improvement.

Mitchell, Joe E. "Teacher-Education Admission Programs at . . . Texas Wesleyan." *Texas Outlook*, 49:26-27, February, 1965.

Discusses the responsibility of educators in the selection of future teachers, and describes the screening program at Texas Wesleyan. Includes enrollment in a non-credit admissions laboratory in the student's sophomore year, at which time faculty admissions people get acquainted with prospective teachers. Testing data, biographical information, interview results, and oral examination scores are collected during this time. Grade reports and other pertinent data are then assembled before the teacher admissions committee members who decide whether or not a candidate qualifies for admission into the program. Stresses the fact that if we will have stronger screening devices, we will build a stronger profession.

Popham, W. James. "Predicting Student Teachers' Instructional Behavior From a Structured and an Unstructured Test of Professional Knowledge." *California Journal of Educational Research*, 16:7-13, January, 1965.

Describes an investigation testing the hypothesis that student teachers' instructional behavior could be more accurately predicted by an essay test of professional knowledge than by a standardized objective test of the same professional knowledge. Two variables were analyzed; student teachers' classroom behavior and their knowledge regarding a set of principles. Measuring devices used were a classroom observation form and two tests, one structured and one unstructured. Instructional principles forming the basis for the measuring devices were: behavioral objectives, active response, appropriate practice, individual differentiation, perceived purpose, graduated sequence, and knowledge of results. The study failed to support the hypothesis since the results were contrary to the predicted outcome.

Rugg, Earle U. "Who Shall Be Educated for Teaching?" *The Journal of Teacher Education,* 16:221-225, June, 1965.

Disapproves of college admission requirements based on objective tests and academic grades. The selection of prospective teachers for public schools should be based primarily on social competence and sensitivity since teaching is a social process. Success in student teaching has long been a better barometer of success in teaching than grades or high IQ's. The author regrets the change in admission policy of Colorado state colleges which now require that applicants rank in the upper two-thirds of their high school class. He feels that every high school graduate should have a chance.

Von Haden, H. I. "We're Hurting Ourselves in Teacher Recruitment." *Ohio Schools,* 43:22-23+, April, 1965.

States that colleges which enroll only those students who have been in the top ten to twenty per cent of their high school classes are creating difficulties, and although quality is of utmost importance, it cannot be assumed that high grades will definitely lead to the development of quality teachers. Many teaching skills are developed not through study alone but through interaction with other individuals. Argues that different standards for admission does not mean lower ones. Points out that trying to keep an even ratio of men and women on campus, looking only at academic records, and discouraging individuals from entering into the field of elementary education have cut down the number of students we are getting in the field.

Wing, Cliff W. Jr. "Student Selection, the Educational Environment, and the Cultivation of Talent." *Daedalus,* 94:623-641, Summer, 1965.

Suggests higher education has made little effort to relate selection of students and instruction. Proper selection: (1) raises the quality of graduating classes by identifying students with ability to succeed in college, (2) decreases the rate of academic attrition by discouraging those who would probably fail, and (3) stimulates improvement in the academic curricula of secondary schools. Despite these contributions, the admissions process provides little assistance in identifying creative talent. Stresses the fact that creativity develops according to individual patterns, emerging and evolving at different rates. Creativity in teaching knows no social, ethnic, religious, or geographical boundaries. The admissions to colleges often depend on standard tests of aptitude and the secondary school records. Potentially creative individuals are often lost because some are not admitted to college and because some are not encouraged to recognize their specific talents in college. Colleges often recognize average performance rather than creativity.

3. The Professional Component of Teacher Education

American Association of Colleges for Teacher Education, Teacher Education and Media Project. *A Proposal for the Revision of the Pre-Service Professional Component of a Program of Teacher Education,* Herbert F. LaGrone, editor. Washington, D.C.: The Association, 1964.

Presents a rationale and an outline of content for a preservice professional program based on current research in teaching. Proposes that a body of knowledge for the professional program can be formulated by first analyzing the factors essential to the teaching act itself and then organizing the material into a pattern of courses. Presents five such courses and the research sources utilized in formulating the course content. These courses are proposed under the following headings: (1) Analytical Study of Teaching, (2) Structures and Uses of Knowledge, (3) Concepts of Human Development and Learning, (4) Designs for Teaching-Learning, (5) Demonstration and Evaluation of Teaching Competencies. Recommends that this proposal is one way, rather than the only way, to revise the preservice program. Notes the implications and limitations of the study.

Angrilli, Albert, O. Bernard Leibman, and Cecily Gross. "Observations of Semi-structured Play in Teacher Education." *The Journal of Teacher Education,* 15:415-419, December, 1964.

Describes the objectives, procedures, and use of demonstrations of play sessions as a tool in teacher education as offered by the Educational Clinic of Queens College. The major objective is the development of observational skill by student teachers, but it also provides opportunity for growth in empathic sensitivity and in an insightful knowledge of their own behavior and its possible effect on teacher-pupil relations. Demonstrations are conducted by a clinic staff psychologist who may also function as discussion leader or resource person. Participants in the sessions are typical children. A permissive atmosphere is created in the playroom in which the children are observed by means of two-way vision mirrors and microphones. Emphasizes that much of the value of the demonstrations arises from the relationship between actual children and actual adults as opposed to televised or filmed demonstrations.

Berry, Paul C. "Pretending to Have (or to be) a Computer as a Strategy in Teaching." *Harvard Educational Review,* 34:383-401, Summer, 1964.

Suggests that a study of computer programing may give valuable insights into the thinking processes of children. States that constructing a computer program is a very instructive way to start thinking about teaching. Distinguishes three possible ways in which an imaginary computer program can be utilized in breaking down the global descriptions of activities into smaller, more manageable elements in a program of instruction: (1) Construction of a program for an imaginary computer which would provide the operations of a selected task in the most simple and/or logical way. This would be beneficial in clarifying the logical structure of the task. (2) Preparation of a program representing as closely as possible the actual skills, errors, weaknesses, and virtues of human performance. Comparison of what children seem to do with what is logically required for good performance aids in identifying needs for training. (3) Children construct their own programs by successive approximation. This should help them to obtain greater insights and an increase in ability to modify their own operations, making them appropriate to the task.

Darrow, Harriet D. "Something I Am Proud Of." *Teachers College Journal,* 36:189-90, January, 1965.

Mentions that those who work with the student teaching program witness a "marvelous unfolding" in the classroom which is the result of the work of many people. When the students return to the campus following their teaching experiences, they enroll in a course, "Problems in Elementary Teaching." Three to five faculty members assume responsibility for team-teaching one hundred to one hundred seventy students. Plans for the course are based on the needs of the particular group of students and the suggestions of previous groups.

Eisner, Elliot W. "Critical Thinking: Some Cognitive Components." *Teachers College Record,* 66:624-634, April, 1965.

Suggests that creativity, discovery, and independent thought are more talked about in educational circles than integrated into well executed teaching patterns. The prime difficulty lies in the complexity of the cognitive abilities and our lack of understanding of the component behaviors which they comprise. An analysis in behavioral terms that are immediately relevant to the classroom is offered in an effort to press us toward a more explicit utilization of such notions as critical thinking. Defines the components of critical thinking as: (1) productive questions, (2) speculating, (3) evaluating, and (4) constructing relationships or parallels between seemingly unrelated concepts.

Eisner, Elliot W. "Instruction, Teaching, and Learning—An Attempt at Differentiation." *The Elementary School Journal,* 65:115-119, December, 1964.

States central question of debate in educational literature during past few years: "Can teaching take place without learning?" Sketches briefly the effects and influence of Dewey, Thorndike, and Gestalt theorists on teaching. States position of B. O. Smith, Milton Meux, and Arno Bellack regarding the separation of teaching from learning. Author introduces third term, instruction and refines definition of the term. The concept of instruction as introduced by the author provides for distinction of teacher-learning as a reciprocal process.

Forst, Florence and Jack Matthews. "Preparing Teachers by Exposure to Group Processes." *The Journal of Teacher Education,* 15:404-414, December, 1965.

Describes in detail an experiment attempting to apply the principle that learning proceeds through the actual involvement of the learner. Subjects were teacher candidates in one section of a required course. The concept of democracy in classroom learning was taught through a group-centered process as the method of instruction. Positive comments comprised three-fourths of the final evaluative comments at the completion of the experiment. These comments seemed to indicate attitude shifts and were classified according to the experimenter's objectives as: (1) gains in appreciation of democratic values, (2) development of social sensitivity and social skills, (3) increased autonomy in learning, and (4) change in attitude toward teaching and the teacher's role. Adverse reactions referred to deficiencies in factual gains and to the experimenter's handling of the group-centered method.

Garrison, Cecil. "Programing Teacher Education in Media." *Audiovisual Instruction*, 9:526, October, 1964.

Describes Arkansas Approach for teaching the operation of audiovisual equipment to prospective teachers. Pupils devote time to techniques and methods of some media, such as filmstrip machines, 16mm projectors, overhead projectors, transparencies, chalkboards, and tape recorders.

Gerard, Harold B., Stephen A. Blevans and Thomas Malcolm. "Self-Evaluation and the Evaluation of Choice Alternatives." *Journal of Personality*, 32:395-410, September, 1964.

Fifty-six students, enrolled in an art course, were given the Mailland Graves Design Judgment Test in a group, followed within three weeks by an individual judging session, investigated the effect of self-evaluation (tantamount to a performance expectancy) on post-decisional re-evaluation of choice alternatives. The choice the person has to make is seen as a task and the decision as performance which tests his ability to discriminate the value of the choice alternatives. Hypotheses derived from assuming that the person will accommodate a performance outcome was difficult where ability would be under test. The effects of ability depend also on the importance of the decision (the dissonance effect) occurring only under conditions of high self-evaluation, some regret being evidenced when ability was low.

Klahn, Richard P. and Louis G. Romano. "An Essential Factor in Better Teaching Research." *Wisconsin Journal of Education*, 97:21-22, October, 1964.

Stresses educational research is not only helpful in the development of good teaching—it is essential to it. Suggests it is often difficult to locate information sources concerned with research data since the typical training patterns for educators emphasize textbook experiences rather than research. Asserts the essential purpose for using research findings is to solve instructional problems or to improve the quality of the educational program. Administrative theory states that there is a direct ratio between the efficiency and accuracy of a decision in relation to the quantity of relevant information available. Maintains bad decisions stem from a shortage of "good" information, but the quality of decision making increases with the quality of information and data available. "Degrees of goodness" emerge relative to the efficiency of research findings and it is important to assess this "goodness" in analyzing results. Stresses quality decisions are based on quality data, not personal opinion.

Koester, Paul. "I Wish for a Core in the Elementary Education Program." *Teachers College Journal*, 36:191-192, January, 1965.

Discusses the possibility of combining a body of knowledge with directed experiences out of which competent teachers and leaders in the field would evolve. Goals for the program should be presented in behavioral terms with professional courses acting as examples of good teaching. Included in this core program would be specific knowledges regarding the nature of learning, standards for adequate teachers, instructional methods in the academic arts and skill areas, social foundations, laboratory experiences, and student teaching. Student teaching would be presented in a consistent and integrated manner so that each part would be reinforced by all of the other parts.

Myers, G. R. "Problems and Developments in Achieving Quality." *National Education Association Journal,* 54:37, April, 1965.

Presents student teaching as a series of experiences designed to develop the student's ability "to understand, to analyze and to generalize from his experiences." To raise the quality of pre-professional experience the author recommends that new instructional media be used to analyze and evaluate teaching strategies. Other trends toward quality are the efforts to provide more adequate assistance for cooperating teachers, and the curriculum planning concerned with both definition of content and the professional sequence.

Ort, E. P. "New Dimensions in Pre-student Teaching Laboratory Experiences." *Teachers College Journal,* 36:167-168, January, 1965.

Reports that since 1962 the Indiana State University School of Education has had a Director of Pre-student Teaching Laboratory Experiences. His basic function is to act as direct liaison between college instructors and the schools where students are assigned for pre-student teaching experiences. Coordination results in better continuity among the various courses in the professional sequence. Both students and supervising teachers are made aware of the purposes of observation and/or participation. Another effective tool used in the teacher education program is closed circuit television. Three channels permit flexible observation directed by the classroom professor who can communicate with the program director from the college classroom. Following the lesson, there is two-way communication between the college classroom and the laboratory teacher observed.

Popham, W. James. "Training in Hypothesis Testing." *Journal of Secondary Education,* 40:81-84, February, 1965.

Describes a curriculum class at the University of California, requiring students to conduct a small scale experiment in which they test the value of certain instructional principles treated in the course. Instructional principles tested: (1) active response, (2) appropriate practice, (3) individual differentiation, (4) perceived purpose, (5) graduate sequence, and (6) knowledge of results. Asserts that there is no one best set of instructional principles for students in a teacher education program in all situations.

Robb, Felix C. "The Professional Content of Teacher Education." *Liberal Education,* 51:37-43, March, 1965.

Notes the improvement of teacher education within the past ten years. States that there actually has not been too much professional work but that all of the professional work that has been included has not necessarily been the right kind. Cites the repetitious nature of many courses as an example of poor practice. Notes that teachers need special study in the area of human growth and development especially in the area of individual differences. This could be strengthened by daily supervised experiences with children. Stresses the need for the ability to pick out career teachers since many of the individuals who are prepared actually never teach. Also urges an improvement in the relationship between colleges and related schools.

Runke, Ruth, Jan McCarthy, and Mary C. Hamrick. "A Growing Program: Education of Teachers for Early Childhood." *Teachers College Journal,* 36:148-151, January, 1965.

Describes the improvement of the early childhood program at Indiana State University. Cites new courses being offered within the field on both a bachelor's and master's level, including direct experiences with children during each specialized professional course. Carefully planned observation periods, field trips, and the use of closed circuit television all give the students a better opportunity to study young children with whom they plan to work.

Wiggins, Sam P. "Student Teaching in Action." *Virginia Journal of Education,* 58:20-23, February, 1965.

Discusses two major phases in the preparation of a teacher. In the pre-student teaching phase, basic courses are becoming a functional preparation for teachers and development and revision of programs have become a cross-pollination of ideas between public school personnel and college faculty. A trend toward gradual induction into teaching, reorganization to combine methodology and principles of teaching with the student teaching experience, and a modified concept involving a fifth-year internship program is analyzed.

Woodward, Theodore. "Classroom Visitations." *National Business Education Quarterly,* 33:41-46, Summer, 1965.

Notes various purposes of observations as a tool in the improvement of instruction. Presents concrete illustration of what to look for during an observation, and kinds of evaluating devices that can be used. Contains a description of two forms employed in the evaluation of student teachers.

4. Student Teaching Program

Arkwright, Irene. "Student Teaching—A Climax and a Challenge." *Texas Outlook,* 49:28-29, February, 1965.

Highlights the twelve-weeks student experience in a junior high school in Alice, Texas. Indicates the cooperation between the college and the school, the gradual introduction of the student to the responsibilities of teaching under the guidance of a cooperating teacher, and the opportunities presented for the student to try out his own ideas where feasible, to have a variety of experiences, and thus build a true feeling of confidence and accomplishment in the semester's work.

Davies, Don and Pomeroy, Edward C. "Introduction-Special Feature on Student Teaching." *National Education Association Journal,* 54:32, April, 1965.

States that any discussion of student teaching must recognize the wide range in the quality of teacher education programs in America. Indicates these directions of change: student teaching experiences will cost more in the future, there will be an increasing amount of interest in internships, professional courses and student teaching will change as more attention is given to the study of the teaching and learning process, and there will be improved preparation of clinical supervisors.

Ediger, Marlow. "The Student Teaching Program." *Clearing House,* 39:23, September, 1964.

Recommends a strengthening of the student teaching program by: (1) series of meetings between college supervisors and supervising teachers, (2) opportunities to observe prior to the first student teaching experience, (3) frequent observations by college supervisors, (4) follow-up conferences with students and supervising teachers, (5) improvement of skills from encouragement by college supervisors, (6) decisions on common and specific objectives by methods instructors, and (7) the making of studies on pupil progress by the student teacher.

Farrar, C. D. "New Dimensions in Student Teaching." *Teachers College Journal,* 36:169-170, January, 1965.

Describes recent developments in secondary school student teaching at Indiana State University. New means of evaluating the work of student teachers are being developed. The experiment uses eight factors selected from research on teacher classroom behavior. Current practice divides the professional semester into two nine-week periods. One platoon takes advanced courses for nine weeks before student teaching, the second platoon is assigned to student teaching before taking the courses. Studies of the sequence indicate no significant difference in student success. Student teaching experience includes orientation, eight weeks' teaching with a concurrent seminar, evaluation, and discussion. Efforts are made to acquaint school personnel with the teacher education program. The author feels that there is need for "follow-up" during the beginning teaching years prior to certification. He suggests that schools and colleges cooperatively develop intern programs.

Griffith, Bob B. "Guiding the Student Teaching Program in Business Education." *Journal of Business Education,* 40:151-152, January, 1965.

Gives an overview of the student teaching program in business education. The necessary cooperation between the college department of business education, the college administrators involved in teacher education, the supervising teacher, and other public school personnel is indicated. The author suggests the responsibility that each should assume in the orientation, induction, assignment, supervision and evaluation of student teachers.

Howell, Joe A. "Student Teaching—Is It Helpful?" *Virginia Journal of Education,* 58:15-16, April, 1965.

Reports the result of a questionnaire distributed to each superintendent in the state of Virginia. There were three parts to each form: one for the superintendent, one for a teacher who had had student teaching, and for a teacher who had entered teaching without laboratory experiences. Sixty out of one hundred twenty four superintendents responded. Superintendents and teachers agreed that student teaching made the first year of teaching less difficult. Sixty per cent of the superintendents believed that there was no advantage in the "block approach" to student teaching assignments when compared to part-time assignments. Ninety per cent of the teachers gave the "block approach" their approval. The author recommends that teachers with student teaching receive additional pay during their first year of teaching.

Johnson, J. A. "Facts About Student Teaching in Minnesota." *Minnesota Journal of Education,* 45:15, April, 1965.

Reports the results of a survey of student teaching in Minnesota, noting especially facts on selection of students, causes for failure in student teaching, administrative and supervisory arrangements for student teaching.

Kuhn, Doris Young. "Individualizing Student Teaching–The Challenge." *The Teachers College Journal,* 36:78-81, November, 1964.

Enumerates some false assumptions regarding the individualization of student teaching and views the problem of individualizing student teaching as only one part of the total problem of individualizing learning. Suggests that principles developed from Olson's studies of child development–seeking, self-selection, and pacing–be used as a framework for individualizing student teaching. Recommends a program which makes provisions for greater and varied laboratory experiences, services of a consultant, recognition of the uniqueness of each student, guidance, decision-making, and a continuous examination of our understanding about the nature of teaching.

Littrell, J. J. "Are Student Teachers Exploited?" *School Shop,* 24(7):40, March, 1965.

States that there are two extremes in student teaching practices: (1) imposing full responsibility on the student teacher without providing assistance, and (2) providing no opportunity to participate in teaching. Believes that somewhere between these two extremes is the desirable balance for delegating responsibilities. Describes two surveys (1) the Trinner Report and (2) the survey at Arizona State University. Several observations were made as a result of the questionnaires: (1) student teachers expect to be exploited, (2) student teachers do not want to be substitute teachers so that cooperating teachers can take a rest, (3) student teachers might not be exploited as much as college supervisors suspect, (4) in areas in which cooperating teachers are probably weak, student teachers are probably encouraged to make presentation, (5) student teachers want to have experiences of complete planning and control of a class, (6) careful selection of cooperating teachers is necessary.

Mercer, W. A. "What Research and Related Literature Have To Say About Off-Campus Student Teaching and Professional Laboratory Experiences." *Journal of Educational Research,* 57:489-491, May, 1964.

Summarizes research and literature investigated by Mercer around four main topics: (1) the development of off-campus student teaching, (2) personal characteristics, professional training and duties of directors of student teaching, (3) major practices in conducting the off-campus student teaching program, and (4) the nature of professional laboratory experiences provided by student teaching.

Nelson, R. O. "The Student Teaching Program in Virginia." *Virginia Journal of Education,* 58:23-25, February, 1965.

Summarizes a conference on the student teaching program in Virginia and lists the following recommendations for improvement of the program: (1) student teaching be required of all persons seeking a certificate to teach, (2) cooperating teachers have collegiate professional certificates and be superior teachers, (3) State Department of Education examine existing programs to establish standards, (4) State Board of Education examine existing programs to establish standards, (5) steps leading to better relationships and understanding between college and public school be established, (6) teachers receive appropriate compensation for additional responsibilities, (7) the desirability of an all-day plan of student teaching.

Payne, Mary and Lurlene Garrett. "Student Teachers Speaking." *Peabody Journal of Education,* 42:138-145, November, 1964.

Suggests that students accept the difficult experiences in student teaching as steps toward professional growth. Offers practical help in such areas as: school relationships, supervising teacher relationships, pupil relationships, democratic control, instruction to meet children's needs, self-evaluation, and professional growth.

Peterson, R. Duane and Otto Shipla. "New Dimensions in Elementary Student Teaching." *Teachers College Journal,* 36:170-172, January, 1965.

Describes present practices and future trends in elementary student teaching at Indiana State University. Screening program includes the use of individual cumulative folders to help evaluate the student teacher as "teacher material," a speech test, and academic appraisal. Suggested for the future: handwriting instruction at the sophomore or junior year, an oral English test, and "presentation by *every* instructor on how the academic information he teaches will be utilized by the elementary teacher . . . ." College and school cooperate in arranging student teaching assignments. Information about the student is forwarded to the supervising teacher. Orientation of students includes a visit to the school to which they are to be assigned. The student teaching experience encourages active participation by students.

Phillips, T. A. "Laboratory Experiences for Cuban Refugees." *Teachers College Journal,* 36:179, January, 1965.

Records information about a fourteen-week student teaching session designed to prepare a group of fifty Cuban refugees to become Spanish teachers. Most of the student teachers were mature and well-educated (many had been practicing lawyers in Cuba). The program featured assignment to a school for one-half day sessions. Methods of teaching Spanish were taught concurrently with student teaching. Biweekly seminars were based upon the observations of the methods teacher. Instruction in English, philosophy of education and Spanish literature was also given.

Raths, Louis. "What is a Good Teacher?" *Childhood Education,* 40:451-456, May, 1964.

Lists and explains twelve functions of a teacher which can be used as a guide toward helping teachers view themselves in their field. Teachers should be well informed and able to organize activities. They should be able to see their classes as functioning groups operating within a congenial atmosphere. Teachers should be able to aid children in seeing and understanding the differences which exist in their society so that they may adapt themselves to these differences. When individual problems exist the teacher should try to work with these children or refer them to others who can offer further assistance. Points to the teachers' responsibility in keeping records, devising materials for the curriculum, promoting good community-school relationships, and engaging in professional activities. The teacher should be concerned with these areas as she interacts with the children in the classroom.

Simmons, Gayle. "A B (and Lack of) C's in Grading Student Teachers." *School and Community,* 51:27,44-45, September, 1964.

Deplores the tendency to give unrealistic marks for laboratory experiences. Seventy-five per cent of the marks submitted to the author (as college supervisor of off-campus student teaching at Northwest Missouri State College) during the past eight years were "A"; most remaining marks were "B." College teachers frequently use the critic teacher's evaluation in grading student teachers. There is need to reappraise the standards and to revise the practices used in these evaluations.

Soares, Anthony T. and Louise M. "Adjustments During the Teacher-Training Period." *Clearing House,* 39:415-418, March, 1965.

Reports a study designed to determine the attitudes of teachers-to-be toward themselves and others. Students rated themselves as to self-concept, ideal concept, and reflected self. Findings indicated ". . . . best adjustment in female seniors and less desirable adjustment in female juniors. Males were close together in average scores, falling somewhere between the female group." Since the senior student teacher is approaching his goal, findings in the study suggest that the fourth year is one of diminishing tension and inner security and that the junior year of college is a time of introspection and self-analysis. Males are greatly concerned with vocational role identification. Better adjustment in female is probably due to the . . . . "prospects of security stemming from marriage and homemaking." The implications for student teachers are (1) recognition of cues to cope with frustrations, and (2) total commitment to the ideal in teaching.

Wilk, R. E. "Experimental Study of the Effects of Classroom Placement Variables on Student Teaching Performance." *Journal of Educational Psychology,* 55:375-380, December, 1964.

Describes a study designed to test the effect of certain situational factors on the classroom performance of student teachers, while controlling certain other factors to prevent their influence upon these behaviors. Four placement factors were considered to be of primary concern: (1) student's preference for a particular grade level, (2) quarter of experience in student teaching, (3) grade level of the classroom, (4) order in which the student was placed in the two different quarter assignments. The factors of student teacher's accessibility to the school and the pupil's socioeconomic status were controlled. Observational methods used were a revision of the OSCAR and Flander's System of categorizing teachers' verbal behavior. Data were gathered by five trained observers. It is concluded that classroom placement factors exerted a significant influence on student teacher's classroom behavior.

5. Internship

Alterman, Rolland A. "New Phase in Teacher Preparation: The Teacher Intern Concept." *Michigan Education Journal,* 42:45-46, September, 1964.

Reports that the teacher intern concept is being accepted by school systems. At Central Michigan University, the internship has provided a wider range of experiences than could be offered under traditional student teaching assignments. Payment of interns gives the students the feeling of responsibility. The author feels that internships are a significant influence in improving teacher preparation programs, despite the fact that such professional assignments are not available for all students.

Arel, Dorothy, "Secretary Turns Teacher." *Business Education World,* 45:20-21+, February, 1965.

Gives the experiences of a former secretary who qualified for her general secondary credential by enrolling in the Graduate Internship Program of the University of California at Berkeley. When accepted by the university, applicants find themselves teaching positions and sign a contract. In the June preceding their fall internship, students report for summer school teaching. They are observed, helped with problems, and receive suggestions from a master teacher. The total program continues for fourteen months. During the school year interns meet for three-hour seminars on alternate Saturdays. Upon completion of their training, interns have earned twenty-four semester hours in California.

Barr, J. G. "Student Interns: An Aide to Teachers." *School Management,* 8:70-71, November, 1964.

Describes the cooperative program between Central Michigan University and Buena Vista, a suburb of Saginaw, Michigan, in which teaching interns participate in a team teaching setting. Presents some specifics on both the sequence of teaching experience as part of the University program and the nature of experience interns have as members of teaching teams in the school system.

Boyan, Norman J. "The Intern Team as a Vehicle for Teacher Education." *The Journal of Teacher Education,* 16:17-24, March, 1965.

Proposes the use of team-teaching and flexible programing at the secondary school level to solve the problems of supervision and induction of beginning teachers. Teaming an excellent senior teacher and a salaried intern for instructional purposes would provide daily supervision of, and observation by, the intern while requiring fewer college or university supervisors in the postbaccalaureate program. The problems of relating the other essential aspects of the teacher education program (foundation courses, methods courses and academic work in teaching) and the internship program are analyzed. The author stresses the need for a pre-internship summer program which provides some field practice in addition to work in professional education. It is suggested that the possibilities of "micro-teaching" and other simulated teaching situations be explored.

Corman, Bernard R. and Ann G. Olmsted. *The Internship in the Preparation of Elementary School Teachers: A Description and Analysis of a Program.* East Lansing, Michigan: College of Education, Michigan State University, 1964. 101 pp.

Reviews five years of experience with the Student-Teacher Education Program (STEP) at Michigan State University through which graduates of two-year community colleges go directly into an "internship" at the beginning of their third college year. Three summer sessions at the East Lansing campus, one year of pre-internship, and two years of internship were integral parts of the program designed to "imbed" the internship in a five-year program. Six centers, each with a college resident coordinator, were established at six community colleges. Each center was affiliated with one or more school systems. The problems which arose and the resulting modifications in the program are explored.

Haberman, Martin. "The Teaching Behavior of Successful Interns." *The Journal of Teacher Education,* 16:215-220, June, 1965.

Explores five behavioral patterns which characterized a particular group of successful interns, and questions what elements in a preservice program would foster the establishment of these patterns in future teachers. Twenty-eight beginning interns were observed for fifty-six days during a two-year period. The "success" of certain interns in the group was determined by reading gain scores, the interns' indirect-direct ratio on a Flanders Interaction Analysis, and the subjective judgement of two observers. The successful group (1) believed in and respected the children; (2) had an enthusiasm for some subject matter; (3) could organize; (4) could set standards; and (5) were willing to listen to children.

Laycock, Frank. "The Gifted as Pupils for Student Teaching: An Exploration at Oberlin College." *The Journal of Teacher Education,* 15:428-431, December, 1964.

Describes the development of a five-week summer program to provide classroom experience for M.A.T. interns before assigning them to full-time teaching during the following year. The program was a joint project of representative committees of the college and the school board. Criteria used in choosing the 106 pupils were high score (top 10 percent) on group intelligence test, superior school achievement, and counselor's recommendations. A veteran teacher and two or more interns met the class three hours a day over the five-week period. Average class enrollment was 18 pupils. Subject areas were chosen in consideration of pupil enrichment and major field of interns. The three-hour class period provided for both depth in subject area and use of various teaching procedures. Although these classes could not be equated with typical ones, the interns had the advantage of being able to concentrate on gaining the basic feel of teaching, without having to combat discipline problems or apathy.

Pogue, Betty J. "Elementary Internship Program Offered at Indiana State University for Conversion Students." *Teachers College Journal,* 36: 207-208, March, 1965.

Reports on the sixteen-weeks Elementary Internship Program at Indiana State University in which the student is employed as a regular teacher and receives assistance from both college personnel and a member of his school staff. Guidance is provided in analysis of teaching process, directed reading in areas of weakness, examination of courses of study and curriculum guides, observation of good teaching, analysis of the teacher's own tape-recorded lessons, instruction in teaching procedures and techniques, and evaluation and consultation. Definite progress has been noted in the classroom performance of the interns.

Stone, James C. "Twenty-nine Million for What?" *Catholic Teachers Journal,* 60:25-28, October, 1964.

Describes various teacher education innovations which the Ford Foundation helped finance in the past six years at forty-two colleges and universities. Patterns of various internship programs in which the central aspect of the professional sequence is the "clinical experience of a responsible teaching assignment" are compared. Programs which utilized a study, full-time internship, study sequence leading to the M.A.T. or M.A. degree, allowed a better concentration of energies for the graduate student than those programs which scheduled study and classroom teaching at the same time.

Washatka, Shirley and William Mitchell. "How Wisconsin's Teacher-Internship Program Works." il. *Business Education World,* 45:11-12, April, 1965.

Summarizes the semester undergraduate internship program at Wisconsin State University–Eau Claire. Students are paid twelve hundred dollars for carrying a part-time teaching assignment. They receive the eight hours of college credit which they would have earned through student teaching. The advantages of this experience are enumerated.

6. Campus and Off-Campus Schools

Compton, Ronald. "On the Scene Teaching for Students." *School and Community,* 50:6, May, 1964.

Discusses a program of student teaching at Southwest Missouri State College where student teachers had an apprenticeship in public schools as opposed to laboratory schools. Some of the benefits derived from the program were: cooperating teacher and pupil profited intellectually and psychologically, student teachers became ambassadors of communication between the college and classroom, and the student teacher was exposed to all of the facets of school life.

Critchlow, Donald E. "The Preparation of Teachers and the Association for Student Teaching." *Montana Education,* 41:33-35, February 22, 1965.

Points out that the laboratory experience of the teacher preparation period is the joint responsibility of the schools of the State of Montana and the college or university. The fear of school personnel that the presence of students will weaken classroom instruction, and the fear of the college or university that their authority will be usurped, can be alleviated by a cooperative effort to assess the present situation.

Daniel, K. F. and R. Compton. "Reactions to Student Teachers." *School and Community,* 51:23+, November, 1964.

Reports the success of off-campus student teaching at Southwest Missouri State College where students were sent into communities for eight weeks of full-time student teaching. Community reaction was generally good and depended upon the quality of the student teacher and the relationships that the student was able to establish with the faculty of the school. Pupil attitudes were tested by a formal survey. In the cooperating schools, pupils had a more favorable attitude than that revealed by pupils in the laboratory school. The author concludes that positive attitudes alone will not insure quality student teaching experiences, but they are an important first step.

Lautenschlager, Harley. "New Dimensions in the Laboratory School." *Teachers College Journal,* 36:172-3, January, 1965.

States that the major function of the Indiana State University Laboratory School is no longer student teaching, which is now done, for the most part, in public schools. The laboratory school serves as a learning center where students may observe, work with children, and participate in programs. Students spend ten to twenty hours at the school in connection with certain psychology and methods courses. Demonstrations utilize a television studio which has a two-way communication between the college classroom and the studio.

Smith, E. Brooks. "Problems and Developments in School-College Cooperation." *National Education Association Journal,* 54:36, April, 1965.

Recalls that off-campus student teaching brought an era of conflict with students often caught between "practicing professionals and the professional theorists." The teaching center idea has developed the concept of joint responsibility for teacher preparation, resulting in colleges and schools entering into partnership. The author points out the cooperative structures in New York City, Detroit, Pittsburgh and Kansas City.

7. Supervision of Student Teachers—General

Altenhein, Margaret Reckling. "Is Your Teacher Education Classroom a Practical Workshop?" *Peabody Journal of Education,* 42:300-303, March, 1965.

Encourages the cooperating teacher to bring his student teacher as close as possible to the job of teaching before the student teaching period begins. Presents the following situations as possible learning experiences for student teachers: (1) calling the roll, to gain poise and self-confidence, (2) reading or making announcements, to obtain class attention, (3) election of officers, to review parliamentary procedure, (4) housekeeping jobs, to teach the significance of personal responsibility to the group, (5) handing out or collecting materials, to develop good routine and procedure, (6) writing on the board, to be done before class, (7) preparation of examination questions, to review and evaluate important materials, (8) testing lesson plans, to become aware of strengths and weaknesses of own planning, (9) oral reports, to develop good listening, and (10) group activity, to develop skills in planning, executing, and evaluating.

Bennie, William H. "The Cooperating Teacher Looks at Campus Life." *Peabody Journal of Education,* 42:105-108, September, 1964.

Discusses a questionnaire on the attitude of the cooperating teacher toward the kind of supervision provided by the campus at the University of Texas. A survey of the reactions indicates a high respect for supervision and an overwhelming endorsement of weekly visits. In rating the amount of help provided student teachers, first year teachers and cooperating teachers agreed. Most helpful supervision related to helping student teachers analyze and evaluate their own teaching. Least help was provided in the construction of tests and examinations and in determining pupil grades.

Dady, M. and others. "Cruciality of Student Teaching." *School and Community,* 51:20, April, 1965.

Reports a survey by the Missouri Association for Student Teaching of the current and desired practices in selection of supervising teachers. Recommends that supervising teachers should hold Masters' Degrees, have three years of experience, and participate in some special preparation for their work with student teachers. Suggests steps that might be taken in further study of the problem.

Giffel, William J. "Student Catches Enthusiasm for Planning." *Indiana Teacher,* 109:232, March-April, 1965.

Offers the following as ways the supervising teacher can best emphasize the importance of planning to the student teacher: (1) always plan in advance, (2) plan with the student teacher, (3) continually stress the importance of planning, and (4) demand thorough planning by the student.

Margosian, George. "Suggestions for the College Supervisor." *National Education Association Journal,* 54:39, April, 1965.

Maintains that the primary role of the college supervisor is clinical supervision which involves (1) collecting data during a student teacher's lesson, (2) analyzing the data to discover behavioral patterns, and (3) conferring with the student teacher about these patterns. The main objective, asserts the author, is to assist the student teacher in improving his teaching. Points out the need for increased analysis of verbal and non-verbal behavior and for dealing in specifics rather than in generalizations regarding the improvement of teaching methods. Suggests that, although it is difficult to label any specific teaching pattern as totally bad or totally good, teaching behavior can be categorized as "weak" or "strong" or as having "positive" or "negative" features. Describes the specific responsibilities of both the college supervisor and the student teacher in cooperative planning.

Shuman, Baird R. "Are Two Teachers in the Classroom Better Than One?" *Clearing House,* 39:492-494, April, 1965.

Suggests that the presence of two teachers in a classroom may be either a "problem" or a "blessing" in proportion to the cooperating and student teachers' abilities to capitalize on each others' knowledges and talents. Includes some general suggestions for reaping the optimum benefits of this situation. Specifically for the cooperating teacher these are: (1) avoid extremes of laissez faire and overprotection, (2) provide the student teacher with a gradual induction into teaching responsibility. Describes briefly the opportunities through which this may be achieved. Notes that a similar

gradual transition back to the cooperating teacher must occur at the termination of the student teaching. Believes that these smooth transitions occur when there has been created between these two teachers a spirit of sharing and team cooperation.

Webster, Staten W. "Suggestions for the Supervising Teacher." *National Education Association Journal,* 54:38, April, 1965.

Stresses the need for an orientation program that introduces the student teacher to the school and its procedures as soon as possible. Notes that it is through the skillful guidance of the supervising teacher that the student teacher profits from the most critical stages of his growth: (1) his orientation to the school and class; (2) his induction into teaching; and (3) his assumption of full responsibility during the teaching of the class. Recommends that pupils must be well prepared for the transfer of leadership. Discusses the primary responsibilities of the supervising teacher.

White, Winifred W. "Student Teacher, Too, Must Have A Chance To Be Creative." *Indiana Teacher,* 109:223, March-April, 1965.

Asserts that supervising teachers have responsibility for fostering and developing resiliency, flexibility, inventiveness, and resourcefulness in the student teacher. If the supervising teacher provides opportunities to experiment, to explore approaches, and provides ways of looking and doing, creativity will be stimulated. States that recent research at the University of Buffalo supports the hypothesis that creativity can be learned in an atmosphere of encouragement and acceptance.

8. Supervision of Student Teachers—Counseling

Blocher, Donald H. "Issues in Counseling: Elusive and Illusional." *The Personnel and Guidance Journal,* 43(8):796-800, April, 1965.

Examines current issues in counseling theory and declares that these are but illusions. Cites research studies and concludes that counselors do, should, and cannot avoid influencing clients, and that no counselor completely abdicates responsibility for the nature and direction of a conference. States that diagnosis is the continuous process of understanding the client. Argues that counseling is a process which assists the whole human being in coping with his problems. Proposes that both affective and intellectual aspects of life must be considered. Stresses that counselors should exert more time and energy to the resolution of the elusive inescapable issues that will shape the future.

Dreyfus, Edward A. "The Counselor and Existentialism." *The Personnel and Guidance Journal,* 43(2):114-117, October, 1964.

Suggests that the existential approach can be comprehended and utilized by the college counselor for deeper understanding and clearer communication with his client. Attacks the current impersonal behavioristic approach to counseling which has become concerned with the similarities of man in contrast to the existentialistic view of the uniqueness of the individual client. Points out that the counselor must assist his client to elucidate his uniqueness and expand his psychological world in order to function on an optimum level. Urges a mutual sharing reflected in a *talking with* rather than a *talking to* relationship. Concludes that the counselor must himself respond to the client with the essence of his own humanness.

Fullmer, Daniel W. and Bernard W. Harold. *Counseling: Content and Process.* Chicago, Illinois: Science Research Associates, Inc., 1964, 278 pp.

Recommends that a counselor must play an active and dynamic role in the counseling relationship. The ultimate test of success is whether or not significant and productive behavioral changes occur in a person's life. Enumerates the ways in which a counselor can work with groups in school settings.

Paraphrased from
Psychological Abstracts, 1965

Isard, Eleanore S. and Emily J. Sherwood. "Counselor Behavior and Counselee Expectations as Related to Satisfactions with Counseling Interview. *The Personnel and Guidance Journal,* 42(9):920-921, May, 1964.

Discusses the structuring of conferences. Cites a study which analyzes college freshmen's expectations of counselor roles in presenting and interpreting test data, and the degree of expressed satisfaction with the session. Data were collected by questionnaires and by notes taken at small group discussions with the clients. Notes advantages of allowing clients to initiate discussion. Indicates times when the client feels a need to discuss a point. Suggests the need for more systematic study of conference structuring.

Krumboltz, John D. "Parable of the Good Counselor." *The Personnel and Guidance Journal,* 43(2):118-126, October, 1964.

Contrasts the "client centered" and "behavioral" approaches to counseling by relating two parables in which the characteristics of each are clearly observable. Describes each approach by discussing the questions: (1) What are the purposes of counseling? (2) Who determines the goals? (3) What counselor actions assist in attaining these objectives? (4) What are the dangers inherent in various counseling approaches? (5) Where should we direct our search for new knowledge? Summarizes the similarities and differences between behavioral and client-centered approaches to counseling.

Lifton, Walter M. "Counseling Theory and the Use of Educational Media." *The Vocational Guidance Quarterly* 3(2):77-82, Winter, 1964-65.

Explores some major assumptions underlying the counseling process. Analyzes counseling theory, revealing that information will be incorporated (1) when it is presented so that facts may be used with a minimum of transfer, (2) the client is secure enough to perceive the situation broadly, (3) the client has a need for the information in order to achieve a goal. Espouses the view that a client tends to reject information lectured to him during a counseling period and that he would rather draw his own conclusions on the basis of sound principles and adequate guidance. Discusses the counselor's obligation to establish readiness for information and to present a variety of stimuli from which the client can draw conclusions.

McCully, Harold C. "The Counselor-Instrument of Change." *Teachers College Record,* 66(5):405-411, February, 1965.

Notes that emphasis must be placed on the self as a primary factor in education. The author states that the most pivotal problem facing guidance and education is the fundamental issue of freedom versus determinism. Describes approaches in counseling which will enable the client to grow in self-definition and pursue the process of becoming a free and responsible person. Recommends innovations in counseling education that will produce capable counselors knowledgeable in the study of research and theory in human learning. Stresses, however, that the counselor must transcend talking about process in education; he must experience it himself if he is to become an instrument of change. Urges that counselors should come to realize that while what he knows is of importance, what he *is* will set his limits.

Mendolsohn, Gerald A. and Marvin H. Geller. "Structure of Client Attitudes Toward Counseling and Their Relation to Client-Counselor Similarity." *Journal of Consulting Psychology,* 29:63-71, February, 1965.

Describes and reports the findings of two studies which explore the structure of client attitudes toward his counseling experience and the personality factors influencing those attitudes. The subjects were forty-five undergraduates and fifteen counselors who were given the Myers-Briggs Type Indicator. The data collected by the post counseling questionnaire indicated three clusters—Evaluation, Comfort-Rapport, and Judged Counselor Competence. These showed unexpectedly low positive correlations with each other. Presents a detailed analysis of the findings. Contrasts the low positive correlation between the items and the emphasis traditionally placed on "establishing rapport" and on warm, friendly bases of communication. Suggests that if a client-counselor relation is too close, deterrents to the achievement of objectives may prevail.

Weitz, Henry. "Behavioral Change Through Guidance." New York City. Wiley and Sons, 1964, 225 pp.

Stresses that the most successful products of the guidance process result from problem solving processes engaged in cooperatively by client and counselor. Enumerates the definite steps for effecting behavioral change: (1) problem identification, (2) structural planning, (3) structural activation, (4) generalizations, and (5) evaluation.

Paraphrased from
Psychological Abstracts, 1965

9. Studies of Teaching

Amidon, Edmund and Anita Simon. "Teacher-Pupil Interaction." *Review of Educational Research,* 31:130-136, April, 1965.

Reviews studies utilizing observational data to measure the overt behavior of pupils and teachers as they interact. Describes briefly some of the systems currently used to collect and categorize data. Summarizes research related to: teaching patterns, achievement, climate, perception, and personality, and teacher education. Concludes that although much additional research is needed, the application of teacher-pupil interaction research in teacher education programs appears to hold great promise for the improvement of education.

Baldwin, Clara P. "Naturalistic Studies of Classroom Learning." *Review of Educational Research,* 35:107-113, April, 1965.

Reviews research using the methodology of naturalistic observations in investigating behavior patterns of children, achievement of self-esteem of elementary school children with their classrooms, and teacher effectiveness. Observes that although the questions investigated by various researchers are diverse, there is a significant similarity in the observational categories used. Expresses disappointment that the variables employed in these studies do not relate to educational outcomes. Views the failure of these investigations to clarify relations between descriptions of teaching behavior and measures of academic achievement and growth in skills as one of the most striking features.

Biddle, J. Bruce and Ellena, William J. (Editors). *Contemporary Research on Teacher Effectiveness.* New York: Holt, Rinehart and Winston, Inc., 1964. 352 pp.

Contains general accounts of unique concepts in long-term major research on factors of teacher effectiveness. Offers seven variables as clarification of the effectiveness problem: (1) formative experience, (2) teacher properties, (3) teacher behavior, (4) immediate effects, (5) long-term consequences, (6) classroom situations, and (7) school and community contexts. Researchers have focused attention on problems of: behavioral interaction in the classroom, contextual variables, complexity of effectiveness, analytical role, and communicative experiences in the classroom.

Clements, Robert D. "Art Student-Teacher Questioning." *Studies in Art Education,* 6:14-19, Autumn, 1964.

Describes a study of the types of questioning student teachers use while teaching art. Ten kinds of questions student teachers asked are delineated: past experience, present experience, rule, planning, opening, identification, suggestion-order, acceptance, process recall, and product judgment. Results indicated that non-directive types (process recall, judgment, intent, experience, and opening) were asked almost twice as often as the directive types (suggestion-order, rule, and acceptance); that older children were asked about three times as many judgment questions, while younger groups were asked twice as many identification and experience questions. The investigation can be used by art student teachers in structuring questions.

Jecker, Jon and Nathan Maccoby. "Teacher Accuracy in Assessing Cognitive Visual Feedback From Students." *Journal of Applied Psychology,* 48:393-397, December, 1964.

Stresses research needed in the observation and interpretation of non-verbal feedback by students. Reports a study testing teachers' accuracy in making judgements on verbal and non-verbal cues. Prospective, inexperienced, and experienced teachers were used. They were shown twenty short sound-film recordings of ten pupils being taught. All teacher groups were inaccurate when judging cues from silent films.

Joyce, Bruce R. and Berj Harootunian. "Teaching as Problem Solving." *The Journal of Teacher Education,* 15:420-427, December, 1964.

Presents the position that an assessment of the intellectual equipment the teacher brings to bear on educational situations is a greater need than that of teacher-pupil interactions. Cites other researchers with similar views and offers as a major reason for the viewing of teaching as problem solving the possibility of the researcher to examine teacher education in terms of intellectual components. The framework used for classifying teaching tasks was based on one formulated by Tyler and use was also made of his five data sources. The subjects of the study were 39 female student teachers in elementary education. Classroom performances were observed and a nineteen-question interview schedule was designed to determine the extent and kinds of thinking that were involved in their teaching. The interviews were taped and responses to the questions were rated independently on a five-point scale by two judges. The results of the investigation showed an inability of the student teachers to intellectualize the problems encountered in teaching a specific lesson.

Solomon, Daniel, William E. Bezdek, and Larry Rosenberg. "Dimensions of Teacher Behavior." *The Journal of Experimental Education,* 33:23-40, Fall, 1964.

Reports the initial phase of a study which attempts to observe precisely as complete a catalogue of teacher behaviors as possible. Measurement techniques used and described in the study are: trained observers' ratings, tape recordings of class sessions, and questionnaires given to students and teachers. A total of 169 variables were produced which were descriptive of the teacher's behavior, motives, or objectives. The variables were factor analyzed in order to identify the underlying dimensions of teacher behavior. Similarity of some factors extracted in this study to dimensions previously identified and studied seems to represent added evidence as to their general importance to teacher behavior.

Smith, Gerald R. "Progress Through the Cooperative Research Program." *Phi Delta Kappan,* 45:303-310, March, 1964.

Maintains teacher training has done little to develop in the teacher habits of speech and behavior that are related to encouraging pupils to strive for a standard of excellence. Presents a brief history of research completed by the Cooperative Research Program of the U.S. Office of Education, including basic studies of learning, cognition, and motivation as well as the more applied studies of achievement, programed instruction, and curriculum instruction. Suggests educational research on teacher competency, when children's achievement is taken as the criterion, is based on: (a) that most of the children in a given class react to instruction in the same way even though the extent of such reaction is also assumed to vary from child to child; and (b) that the competent teacher may be described by a fairly definite pattern of behavior which is valid for most teaching situations.

Taba, Hilda and Freeman F. Elizey. "Teaching Strategies and Thought Processes." *Teachers College Record,* 65:524-534, March, 1964.

Describes a study to examine the processes of thought in the classroom with a view to a better understanding of the learning and teaching of certain skills in the elementary school setting. States several implications involving the teaching-learning situation arising from the research. Concludes that a more exact analysis and experimentation with these strategies is needed and suggests that a more thorough study of their impact on cognitive development is called for in providing for a more adequate understanding of the connection between teacher behavior and student response.

Veldman, Donald J. and Robert F. Peck. "The Influence of Teacher and Pupil Sex on Pupil Evaluations of Student Teachers." *The Journal of Teacher Education,* 15:393-396, December, 1964.

Reports a study which sought to determine whether or not there is a systematic sex bias in pupils' reactions to their teachers. A lack of such bias would give supportive evidence for considering pupil perceptions as an objective measure of teacher behavior. Use was made of a 38-item questionnaire designed to represent the dimensions of teacher behavior, dimensions of college student personality, a subscale to measure a pupil's desire to be like the teacher, and two scales to measure over-all approval of the teacher. Subjects of the investigation were 34 male and 34 female student teachers and their high school pupils. Results of the study showed a lack of significant interaction effects for any variable except Identification Model, and suggest sex preference does not seriously bias pupil-evaluations of teacher behavior and effectiveness. Recommends that pupil evaluations be given further study as a major measuring device in investigations of teacher personality and teaching behavior.

Westlund, Judith A. "Teacher's Voice Quality Affects Learning." *Chicago Schools Journal,* 46:24-25, October, 1964.

Describes an experiment with three secondary English classes concerning the voice quality of the teacher and the learning of the students. Each of the classes was divided into four groups, and each group listened to one of four recordings of a poem. A male and female teacher-intern each read the poem in a "pleasing" and an "unpleasing" voice. Graduate students at Northwestern rated the four readings on a five-point scale. Results support the belief that a teacher's voice not only affects what his students will learn, but also determines whether or not the student will like or dislike the subject matter.

10. New Media and Teacher Education

Bierbaum, Margaret. "Tapes Can Make Two Teachers Out Of One." *Grade Teacher,* 82:20-23+, January, 1965.

States how the use of teacher-made tape recordings can upgrade the quality and the quantity of education. Makes suggestions on programing so that learning proceeds in an orderly way from one step to another. Notes that tapes could be used by classes in other parts of the United States and in other countries and that student teachers could analyze the taped teaching.

Brickman, William W. "Portable TV Recorder for Student Teachers." *School and Society,* 92:330, November, 1964.

Tells how Stanford University student teachers are improving their techniques by televised self-evaluation sessions. After class sessions are taped, they are played back for study and appraisal of the teaching act.

Brown, Marjory F. and Harry Shelden. "Breakthrough In Classroom Observation," *New York State Education*, 52:16, March, 1965.

Explains the use of a transistorized, battery operated amplifier and control panel with headsets and mouthpieces employed in classroom observation by student teachers at the State University College of Buffalo, New York. The instructor is able to make comments or explanations to the observing student teachers at intervals without being heard by her class. The observer's attention may be directed to a particular child's action or a procedure may be explained. Value of the equipment lies in the "on the spot," immediate interpretations. The classroom teacher and pupils accept the noiseless equipment as routine.

Elkins, Deborah and Thelma Hickerson. "The Use of the Tape Recorder in Teacher Education." *The Journal of Teacher Education*, 15:432-438, December, 1964.

Examines a variety of roles in which the tape recorder can be a most useful instrument. Cautions that it should not be used as an end in itself but as a means to expose and resolve problems. Describes an over-all college plan for the use of the recorder: focusing the education of student teachers; development of cooperating teachers in their capacity as classroom teachers and as more effective cooperating teachers; and the creation of a library of tapes to serve the professional college classes and the school staff with duplicate tapes in the cooperating school library. Proper use of the tape recorder can foster self-evaluation, constructive changes, and high quality professional attitudes for both the student teacher and the cooperating teacher.

Frantz, John B. "The Educational Advantages of Instructional Television." *The Journal of Higher Education*, 36:209-213, April, 1965.

Presents advantages and disadvantages in the use of instructional television. Notes the contribution television can make in working with student teachers.

Hall, Sedley D. "The Instructional Materials Center." *The Elementary School Journal*, 64:210-213, January, 1964.

Discusses a study of advantages and disadvantages of centralized and decentralized materials centers. A majority in the study favored decentralized centers. If student teachers form a habit of using material centers and other resources while they are preparing to teach, it is predicted that they will use such centers or request materials when they become teachers.

Holling, K. "The Feedback Classroom." *Programmed Learning*, 1:17-20, May, 1964.

Describes a group prototype teaching machine that can be used as a teacher aid or as an operator-controlled machine. A slide projector with remote control presents questions to the group and students use a switch to give answers. Each lesson is prepared in the form of linear programed instruction and test slides are made. Reports advantages of using the machine as: (1) an increase in teaching efficiency, (2) an increase in student motivation, (3) an improvement in *teacher* training, and (4) a reduction in cost per pupil.

Lorenz, Robert and Roy H. Kuipers. "Future Teachers Sharpen Skills on Film-Tape Project." *Audiovisual Instruction,* 9:182-183, March, 1964.

Describes a demonstration of how to produce instructional materials locally when none are available. Production was done by planning, taking pictures, and producing color slides accompanied by a synchronized tape recording. The project provides a group experience for future teachers. It also gives them a better idea of what constitutes a good educational presentation.

Knirk, Frederick G. and Gary L. McConehy. "Programing Teacher Education in Media." *Audiovisual Instruction,* 9:527,542, October, 1964.

Discusses courses at Wayne State University designed to provide the program designers and their students with experiences in varied media; to take advantage of the efficiency these media allow, and to free instructors of these courses. Learning to use the media will enable the student to do better in student teaching. Programs produced in slide/tape format are being developed to teach the operation of some media forms.

Myers, Kent C. "Learning By Telephone." *The Clearing House,* 39:475-478, April, 1965.

Presents a description of the use of the telephone to bring messages from outstanding persons to the classrooms in the Lake Oswego Public Schools. The system is called tele-lecture. Telephone conversation can be broadcast over the school's public address system. Student teachers can benefit from resource lectures and listening to planned classes. Some educational advantages are (1) saves time and travel for resource persons; (2) serves as a strong motivation tool; (3) brings just-read-about persons into the classrooms; and (4) proves versatile because of its potential for question-and-answer follow-up.

Schueler, Herbert and Milton J. Gold. "Video Recordings of Student Teachers—A Report of the Hunter College Research Project Evaluating the Use of Kinescopes in Preparing Student Teachers." *The Journal of Teacher Education,* 15:358-364, December, 1964.

Reports one of a series of research projects using video recordings for the improvement of observation processes in student teaching. Three supervisory methods were used: (1) personal visitation, (2) use of kinescope recordings alone, and (3) combination of personal visitation and kinescope recordings. Significant differences were not found among the supervisory methods, but the value of using video recordings in student teaching was supported in the research. Kinescopes provide a suitable record for developing objective measures of teacher-pupil behavior; a permanent record for evaluation, surpassing other methods of reporting teacher-pupil behavior; and although much improvement is needed in refining the instrument, it demonstrates the possibility of recording in quantitative terms important dimensions of teaching performance. Student teachers' and supervisors' reactions to the new medium were generally favorable. Combined method was preferred by the supervisors. Suggests this medium has even greater potential for full-time teachers. Recommends more research be done to develop a truly useful instrument for describing teacher performance.

Woodard, John C. "The Use of Television in Teacher Education." *The Journal of Teacher Education,* 15:56-60, March, 1964.

Reports a study made of three groups of student-teacher candidates in San Jose State College. Student teachers received television observation of public school classroom activities in addition to varying amounts of in-person observation. The three groups were compared with two control groups who received no television observation, but made the required in-person observations.

Results indicated that observations of planned public school activities by closed circuit television, plus decreased in-person observation, is as effective as the total required amount of in-person observation.

11. Preparation of Teachers For Urban Schools

Borger, Val. "Urban Living—Can Teacher Education Meet Its Problems?" *Wisconsin Journal of Education,* 97:19-21+, April, 1965.

States that human relation skills are necessary in a good program for the culturally disadvantaged. Teachers will have to focus on the fact that "the job of educating the educationally deprived is primarily the responsibility of the school and not the parents." Teachers will have to learn to understand the values of the disadvantaged child and accept the child as an equal human being. Often the culturally disadvantaged child also has a race problem which must be identified and taken into account as stronger educational programs are developed.

Knapp, Dale L. "Preparing Teachers of Disadvantaged Youth: Emerging Trends." *The Journal of Teacher Education,* 16:188-192, June, 1965.

Summarizes the modifications in conventional teacher education programs which preparatory institutions are making to meet the needs of future teachers of the disadvantaged. Among the emerging trends which the author perceives are: provision for more extensive field experiences in low socioeconomic communities; provision for supplementary field experiences in the neighborhood which the school serves; closer school-college contact; participation by students in special programs maintained on a voluntary basis; and changing perceptions of the difficulty of urban teaching.

Lewis, William D. "A New Look in Teacher Education." *Illinois Education,* 52:386-387, May, 1964.

Reports on a cooperative plan for teacher education conceived by the Association of Colleges of the Midwest. Selected students are able to fulfill teaching requirements by working and studying in the ACM-Chicago Urban Semester. The program provides a major challenge and opportunity for students to become aware of the rich diversity of teaching situations in a major city.

Lofthouse, Yvonne M. "Student Teachers Gain Inner-City Confidence." *Michigan Educational Journal,* 42:15, April, 1965.

Outlines a series of modifications in the teacher education program at Mercy College. The new semester program provides opportunities for students to discuss pertinent socio-economic factors and to participate in school and community activities. Students begin with daily two-hour laboratory experiences and later spend full days in the school. The author feels that, as a result of the program, students neither fear nor reject the idea of appointment of underprivileged schools.

Rivlin, Harry N. "New Teachers for New Immigrants." *Teachers College Record,* 66:707-720, May, 1965.

Points out that urban schools, with their changing pupil population, cannot make constructive adjustments to the legitimate pressures from both disadvantaged parents and middle-class parents without capable young teachers. To better prepare young teachers for the realities of urban teaching without sacrificing the emphasis upon preparation for a professional career, the cooperation of school systems and colleges is suggested in a pattern of teacher preparation which begins with the student serving as school aide, assistant teacher, and intern, and which extends through the pretenure period. Arguments are presented for the payment of students for useful service in the schools. A formula for determining the rate of remuneration for assistant-teachers and interns is based on beginning teachers' salaries.

McGeoch, Dorothy M. *Learning to Teach in Urban Schools.* New York: Teachers College Press, 1965, 140 pp.

Reports experiences of four beginning teachers who had student teaching in elementary schools located in a depressed urban area and decided to return to the area for their first year of teaching. Stories of each teacher are related in first person as told in a series of conferences, group and individual, with their college adviser. On the one hand, the accounts exemplify an unusually strong program in bridging the gap that so often exists between pre- and in-service teacher education. On the other, the report presents a realistic picture of the progress of beginning teachers as they analyzed and finally resolved some of the problems they confronted in a difficult teaching situation. The book should prove valuable to prospective teachers as they try to develop understanding of schools and people in depressed urban areas and to build a concept of teaching in such schools. It should be of value to beginning teachers who themselves are trying to deal with problems of teaching in depressed urban areas.

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